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The purpose of the study was to investigate the sustainability and job satisfaction of veteran music teachers. The study was designed to provide descriptive information that might inform music teacher educators, new music teachers, and administrators about teacher retention in the music education field. Specific research questions included the following.

1. What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?
2. What coping strategies contribute to the prevention of burnout among veteran music teachers in North Carolina?

North Carolina music teachers who had over fifteen years of experience ($N = 176$) were administered an online survey. Using Qualtrics®, the veteran music teachers answered questions associated with the characteristics of school culture (e.g., career/working conditions, administrative support, student quality, and staff collegiality) and coping strategies that prevent music teacher burnout. Administrative support ($p = .01$) and student quality ($p < .001$) were found to be statistically significant predictors of job satisfaction in veteran music teachers ($p < .05$). Coping strategies that contributed to the prevention of burnout as stated by veteran music teachers included trying new strategies and materials in the classroom, healthy living, self-care, maintaining interests outside of music and teaching, and maintaining a work and life balance.

As secondary variables of the study, data were examined to determine if gender and primary teaching level affected North Carolina veteran music teachers' job

satisfaction. Male middle school music teachers had the lowest self-reported job satisfaction levels; whereas, male elementary school music teachers had the highest self-reported levels of job satisfaction. No significant differences between female veteran music teachers' job satisfaction were found at any teaching level ($p > .05$).

Veteran music teachers felt respected at work when they received administrative support, verbal or written appreciation, and parental, staff, and student support and recognition. Administrative support included being involved in decision making, demonstrating trust in teachers, and providing autonomy in the music classroom. Veteran music teacher advice to administrators about music teacher job satisfaction included supporting and valuing teachers, valuing music as a part of the curriculum, and saying thank you to teachers. The majority of subjects (80%) were satisfied with their jobs as music teachers and 80% of veteran music teachers intended to continue teaching until retirement. The majority of subjects found working with students the most enjoyable aspect of their job (92%).

A DESCRIPTIVE ANALYSIS OF THE JOB SATISFACTION
OF VETERAN MUSIC TEACHERS
IN NORTH CAROLINA

by

Beverly Satterfield Brown

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Approved by

Dr. Patricia Sink
Committee Chair

To my husband Chris, and my sons Bayden and Canon. Chris, this simply would not have happened without your support and love. Bayden and Canon, I am so proud of you both, you bring so much joy into my life. I have been blessed to move through this life with all of you.

APPROVAL PAGE

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CHAPTER I

INTRODUCTION

Music teacher job satisfaction and retention is associated with the creation of a work environment that not only attracts new teachers but also sustains thriving and productive veteran teachers throughout their career. Providing such a work environment continues to be a challenge for public school administrators, and is evident in teacher turnover rates across the country. According to Ingersoll (2002) the turnover rate among teachers is about 4% higher than other occupations. The National Commission of Teaching and America's Future (NCTAF) found that 539,778 teachers moved to other schools or left teaching in 2000. Job satisfaction has also been affected by music teacher burnout associated with need deficiencies in teacher motivation (Anderson & Iwankicki, 1984). The current study is designed to address job satisfaction of veteran music teachers and contribute to understanding about job satisfaction to retain effective and invaluable music teachers.

Many educational researchers have investigated job-related stressors and issues related to burnout and attrition among teachers. There is, however, minimal research on veteran teacher job satisfaction and factors that are associated with long-term sustainability of job satisfaction, and ultimately, with retention. The purpose of this study was to investigate the job satisfaction of veteran music teachers in North Carolina. Specifically, the researcher examined characteristics of school culture as related to job satisfaction that may affect attrition and retention of music teachers. The characteristics

that were examined include career/working conditions, administrative support, student quality, and staff collegiality. Each of these characteristics possibly leads to job satisfaction of music teachers in the state of North Carolina, and thus the sustainability of North Carolina music teachers. The absence of job satisfaction may lead to burnout that may result in the loss of a thriving, productive teacher. In order to examine the prevention of burnout, the researcher also investigated the coping strategies that veteran music teachers use to prevent burnout.

Background of the Problem

The retention of successful music teachers continues to be an issue within the field of education and additional information is required to understand the issues that lead to teacher attrition. Many studies have considered reasons for teachers leaving the teaching profession, particularly, early in their careers (Hughes, 2012; Inman & Marlow, 2004; Karge, 1993; Russell, 2007). Researchers have found that 20% of all new teachers left the classroom after three years, and 50% of all new teachers left after five years (Merrow, 1999). According to the National Center for Education Statistics (1998), approximately six percent of the nation's public school teachers dropped out of the teaching profession each year. This dropout of teachers has evoked numerous reasons for concern, ranging from losing effective teachers, to financial burdens that loss of teachers place on public school systems nationwide. The National Commission on Teaching and America's Future (2007) has maintained that costs of recruiting, hiring, and training replacement teachers can be substantial. The costs have ranged from \$10,000 per teacher in North Carolina to \$17,872 per teacher in Illinois (The National Commission on

Teaching and America's Future, 2007). The current study has been designed to provide descriptive information needed to inform music teacher educators, novice music teachers, and administrators about veteran music teachers' job satisfaction, as associated with retention of effective music teachers.

School environment appears to have directly impacted educator job satisfaction and therefore, affects attrition. Ingersoll and Smith (2003) maintained that the top four reasons for dissatisfaction among beginning teachers who left the teaching profession were poor salary, student discipline problems, poor administrative support, and poor student motivation. More than half of all teachers who have dropped out of teaching cite the work environment as the primary reason for leaving teaching positions (Siebert, 2007).

Music teachers have been at risk of leaving the profession within the first ten years of teaching (Karge, 1993; Merrow, 1999; Theobald, 1990). According to Madsen and Hancock (2002), 34.4% of all music teachers in the United States are no longer teaching after six years. Frequently, music teacher attrition has been associated with stress, minimal administrative and parental support, student discipline, funding, teaching load, non-instructional duties, work environment, and student performance (Heston, Dedrick, Raschke, & Whitehead, 1996; Madsen & Hancock, 2002; Russell, 2007). According to Siebert (2007), music teachers cited unreasonable teaching schedules, isolation from other music staff, poor building and administrative support, and inadequate musical resources as reasons for leaving the music teaching profession. Siebert also considers burnout as a leading cause of music teacher attrition. According to Siebert

(2007), burnout is an “emotional overstimulation that results in fatigue, anxiety, boredom, and/or depression” (p. 14). Leiter, Bakker, and Maslach (2014) define burnout as “long-term exhaustion from and diminished interest in the work we do” (p. i).

Low teacher salary has been another reason for attrition. Some connections have been made between low salaries and low levels of job satisfaction. Researchers have found that administrative support is related to salary satisfaction. This association may exist because teachers who receive high levels of administrative support perceive their relatively low salaries more favorably than teachers who do not receive high levels of administrative support.

Scheduling demands and excessive workloads seem to be related to attrition. Many teachers feel overloaded with no time for rest and renewal. Most teaching positions require extensive at-home work in the evenings and on weekends. In music, there is an additional layer of out-of-school auditions, marching band, jazz band, chamber ensembles, private lessons, honor bands, and music performance assessments. Excessive non-instructional duties, such as bus, hall, and bathroom duties, also encroach upon music teachers’ days, and that commonly does not end after 8 hours of work.

Some teachers who have left the profession cite a lack of autonomy and self-efficacy as factors. Such teachers indicated that they did not feel trusted as professionals to be in control of their classrooms, and work. Williams (2001) reported that veteran teachers cited effective administrators as a major factor contributing to their retention. Administrators who provided teachers with the autonomy to develop strategies, envision

possibilities, and create opportunities for challenging learning and creativity, motivated them to produce quality instruction and stay in their teaching positions.

Rationale and Theoretical Frameworks

Because of the value of job satisfaction in work environments, and because of the association between long term job satisfaction and teacher retention, an investigation of the school environment variables contributing to the retention of veteran music teachers is imperative. The primary reasons for conducting this research study resulted from a desire to contribute to the job satisfaction and sustainability of music teachers, and to advance educational administrators' support and understanding. A detailed description and valid investigation of factors contributing to veteran music teachers' job satisfaction are needed to inform educational administrators, music teacher educators, practicing music teachers, and preservice music teachers about career longevity.

According to Parker (1991), job satisfaction is a "pleasurable affective condition resulting from an experienced job situation that meets individuals' needs, values, and expectations", (p. 4). Chapman (1983) suggests that there is a positive relationship between career satisfaction and career persistence. Job satisfaction is related to values, accomplishments, age, gender, and overall life satisfaction. Job satisfaction affects teacher retention and vitally contributes to career decisions and sustainability. As related to school performance, research has shown that teachers' happiness is predictive of student happiness, and student happiness is predictive of school success (Bakker, 2005).

Job satisfaction is related to music teacher retention, and therefore, the primary focal point of this research study. Bryant (2012) maintains that administrative support,

student participation, and salary were the strongest predictors of music teacher job satisfaction. According to Siebert (2007), self-determination (i.e., endorsing one's personal actions) is associated with a music educator's longevity in the teaching profession. Three principles that are associated with self-determination include autonomy, competence, and relatedness (Deci & Ryan, 1985). The opportunity for autonomous behavior, the sense of being effective in one's work, and ongoing support within the school environment are all components of self-determination.

Job satisfaction for music teachers may be affected by the gender of the music teacher, as well as the primary teaching level, at which the teacher works. Female music teachers who teach elementary school are more likely than male teachers to report higher levels of satisfaction (Gardner, 2010). Male teachers report higher levels of frequency and intensity of burnout than female teachers (Anderson & Iwanicki, 1984). Junior and senior high school teachers report higher levels of frequency and intensity of depersonalization and reduced personal accomplishment than elementary school teachers (Anderson & Iwanicki, 1984). Elementary school music teachers reported higher levels of job satisfaction than middle school and high school music teachers (Gardner, 2010).

Job satisfaction also appears to be related to collaboration among colleagues, recognition of achievements and successes, perception of administrative and parental valuation of course content, and positive interpersonal and working relationships among administration, parents, colleagues, and students. All of these factors relate to school environment and seem to impact teacher job satisfaction.

Some theoretical frameworks have been developed to investigate teacher attrition and retention. Hagedorn (2000) created a theoretical framework to study faculty job satisfaction. This framework includes triggers, mediators, and outcomes as related to job satisfaction. Hagedorn created the *Conceptual Framework of Faculty Job Satisfaction* to sort and categorize factors that contribute to job satisfaction. Triggers and mediators within Hagedorn's theory are presented in Table 1.

Table 1

Hagedorn's Conceptual Framework of Faculty Job Satisfaction

Mediators			Triggers
Motivators	Demographics	Environmental Conditions	Change or Transfer
Achievement	Gender	Collegial Relationships	Change in Life-stage
Recognition	Ethnicity	Student quality or relationships	Change in family related or personal circumstances
Work Itself	Institutional Type	Administration	Change in rank or tenure
Responsibility	Academic	Institutional climate or culture	Transfer to new institution
Advancement	Discipline		Change in perceived justice
Salary			Change in mood or emotional state

Triggers and mediators, as defined by Hagedorn, are constructs that interact and affect job satisfaction. A trigger is a major life event that may or may not be related to the job. Triggers may include change in life stage, change in family or personal circumstances, change in rank, transfer to a new institution, change in perceived justice, and change in emotional state.

A mediator is a variable or situation that influences the relationships between other variables or situations that produce an interacting effect. The mediators represent situations that create context to considerations related to job satisfaction. Mediators include motivators, demographics, and environmental conditions.

Hagedorn also maintains that job satisfaction responses are based on the results of mediators and triggers. Responses to, or results of job satisfaction may be displayed as a continuum. The three points on the continuum are disengagement, acceptance or tolerance, and appreciation. A teacher who is engaged at work and who is appreciated in his or her teaching position experiences high levels of productivity at work. This teacher also likely feels pride in the organization. On the opposite side of the continuum there are teachers who are not engaged at work, do not feel a connection to their school, and do not desire to contribute to the organization. According to Hagedorn, most faculty members lie in between disengagement and appreciation in the area of acceptance.

Purpose of the Study

Currently, there exists a lack of research on music teachers who remained in teaching to the middle of and beyond their careers (i.e., > 15 years). Novice music teachers, music teacher education programs, and administrators may benefit from an increased understanding of the rewards and motivations that were most meaningful to the renewal and retention of successful veteran music teachers. The purpose of this study was to investigate the job satisfaction of veteran music teachers in North Carolina. Specifically, the study was designed to investigate the contributions of the following school culture characteristics to veteran North Carolina music teachers' job satisfaction:

(a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality. As related to job satisfaction, sustainability is maintaining job satisfaction at a certain rate or level. The researcher explored what elements of school culture and what burnout prevention strategies sustained veteran music teachers' job satisfaction and facilitated their retention as music teachers.

The following research questions were answered within the current study.

1. What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?
2. What coping strategies contribute to the prevention of burnout among veteran music teachers in North Carolina?

Additionally, the researcher examined if there were differences between veteran music teachers' job satisfaction grouped by gender and teaching levels. A secondary purpose of the current study was to examine effects of gender and teaching level on veteran North Carolina music teachers' job satisfaction.

CHAPTER II

RELATED LITERATURE

Research on teacher attrition and retention has been selected to examine the connections between school culture and teacher job satisfaction. Chapter II is designed to provide a review of research as related to teacher job satisfaction and teacher retention. To address the objectives of this research study, the research literature in this chapter is grouped into six topics of school culture and climate: (a) career and working conditions; (b) administrative support; (c) student quality; (d) collegiality between teachers within school settings; (e) psychological needs of teachers including the prevention of teacher burnout and coping strategies, and (f) teacher job satisfaction.

The concept of school culture (or professional climate) refers to: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality. Other subtopics related to culture may include (a) professional experiences, (b) parental support, and (c) teacher empowerment and autonomy. Frequently, music teacher attrition is associated with (a) stress, (b) lack of administrative and parental support, (c) student discipline, (d) funding, (e) teaching load, (f) non-instructional duties, (g) work environment, and (h) student performance (Heston, Dedrick, Raschke, & Whitehead, 1996; Madsen & Hancock, 2002; Russell, 2007). According to Russell (2007), school culture is clearly related to teacher career decisions.

Career and Working Conditions

Career and working conditions contributing to teacher retention include (a) career stage, (b) gender, (c) school level, (d) parental support, and (e) professional experiences. More than half of all teachers who drop out of teaching cite the work environment as the primary reason for leaving their teaching positions (Siebert, 2007). Williams (2001) recommends constructing schools in a manner that facilitates teachers' needs for creativity and connectedness (e.g. meaningful relationships), which in turn creates a more positive, successful atmosphere for students. Teachers also have a need for autonomy and flexibility which are jeopardized in the current focus on assessment and accountability reforms (Williams). Innovation, risk-taking, and courage all relate to autonomy and creativity and their outcomes in the classroom. In addition, self-renewal, sustenance, and school climate relate to meeting teachers' career and working needs, and therefore extending job satisfaction and retention.

According to The National Commission on Teaching and America's Future (2007), teachers want to work in schools that compensate them adequately and support their efforts well. The Commission states four major factors that are prominent influences on whether and when teachers leave (or stay) in specific schools or the profession: (a) salaries, (b) working conditions, (c) preparation, and (d) mentoring support in the early years of teaching. Gardner (2010) also suggested that variables which were significantly related to job satisfaction were (a) base salary, (b) gender, (c) extent of support and recognition from administrators, and (d) concern about students' social welfare and parental support. The more teachers felt supported by their

administrators the more they felt supported by the parents. This directly affected their likelihood of staying in the profession. This finding was more significant in male teachers than female teachers. Recognition of achievement and positive relationships with peers, parents, and students entice teachers to remain in the profession (Russell, 2007). Bryant (2012) found that (a) administrative support, (b) student participation, and (c) salary were the strongest predictors of music teacher job satisfaction.

Scheib (2004) asked departing band teachers why they were leaving music education in a survey related to music teacher attrition. The four general categories of teacher response were: (a) difficult working conditions, (b) low salary, (c) public perception of music teaching, and (d) low priority of music education within the school curriculum. Other concerns included unrealistic demands on time and the need to justify the music program.

Career Stage

The decision to leave or to stay in a teaching position seems to change throughout a teacher's career. Novice teachers (e.g., 1-5 years) and veteran teachers (e.g., 11 or more years) showed the greatest commitment to teaching, with mid-career teachers (e.g., 6-10 years) showing the least. Tarnowski & Murphy (2003) reported that teachers with more experience placed more importance on (a) financial security, (b) liking one's colleagues, and (c) administrative support. These teachers rated non-musical reasons higher than their less experienced peers. Similarly, Shen, Leslie, Spybrook, & Ma (2012), determined that teachers with more experience had higher job satisfaction than teachers with less experience.

Rosenholtz & Simpson (1990) proposed that commitment changes modestly across the teaching career, falling after five years and then partially returning by the late-career stage. The commitment of experienced teachers is influenced more than novice teachers by organizational conditions that affect the performance of core tasks. Organizational conditions which most affected the performance of the core tasks included the discretion and autonomy felt in the school context.

According to Huberman (1989), teachers who are considered mid-career (e.g., 7-18 years) experience a period of reassessment. At this time teachers “take stock” of their careers and evaluate their career choices. They may also experience increased motivation and commitment during this period. Huberman also found that teachers with 19-30 years of experience feel a sense of serenity. During this time a greater sense of confidence and self-acceptance is experienced even though there is a gradual loss of energy and enthusiasm at this stage. Teachers who are in the late-career stage (e.g., 31-40 years of experience) may develop disengagement and feel either serenity or disappointment. Huberman found that teacher’ self-efficacy peaks at about 23 years of experience and then gradually declines along with motivation after that time.

According to Tye and O’Brien (2002), many teachers who are in the late career stage are looking for pathways that lead to career advancement with increased decision-making responsibilities. This lack of a career ladder has led to attrition for some teachers who were looking for a progression into new roles and challenges. Some teachers at this point leave teaching for administration or a different career field.

Parental Support

Parental support, or the lack of it, affects teacher job satisfaction and effectiveness. Skaalvik & Skaalvik (2011) suggested that job satisfaction was positively related to relations with parents. They further suggest that teachers have an increasingly dependent relationship with parents. If the teacher does not feel trusted by parents or feels that the parents are critical of them the result is (a) emotional strain, (b) a negative impact on their sense of belonging, and (c) increased anxiety levels. Madsen and Hancock (2002) emphasized the lack of parental support as a contributing factor to music teacher attrition. In contrast, however, positive relationships with parents predicted stronger self-efficacy beliefs for teachers.

Self-efficacy is a concept that people can exercise some influence over what they do, for example, that a teacher would have control over his or her own classroom or program. (Skaalvik and Skaalvik, 2010). Hancock (2008) found that teachers who reported greater efficacy in their classrooms were less likely to be at risk for attrition or migration.

Teacher self-efficacy is most strongly related to teachers' relations to parents according to Skaalvik and Skaalvik. If a teacher has strong, positive relations with parents then the teachers have stronger self-efficacy beliefs. In other words, Skaalvik and Skaalvik suggested that if the teacher feels that he/she is not trusted by parents, that parents are critical in their opinions of the teacher, or that communicating with parents is challenging, the teacher's belief in his/her ability to plan and carry out duties is diminished. Tye and O'Brien (2002) found that teachers cited a lack of parent support as

an issue, however, went on to say that many parents take an adversarial position and make life difficult and unpleasant for teachers.

According to Hancock (2008) music teachers who indicated high levels of parent support were less likely to be at high risk for attrition or migration. Madsen and Hancock (2002) also suggest that fostering relationships with parents will improve the retention of music teachers.

Professional Experiences

Productive, self-selected professional development activities may serve to energize and inspire teachers which may promote retention. Siebert (2007) emphasized that professional development and specifically time with colleagues is essential to make work meaningful. Madsen and Hancock (2002) suggest that the effect of interaction with other music teachers and former music professors at state and national professional conferences may provide some type of therapeutic service for music teachers.

The type of professional development, however, does matter. George & Tracy (1993) found that traditional in-service staff development scored low on their staff development questionnaire indicating ineffectiveness. Attendance at professional conferences was rated highly by both male and female teachers. Experienced teachers should be able to choose their activities and should have choices, which directly relate to mid-career teachers. The following staff development activities were recommended by the researchers based on their findings: curriculum development work, attendance at professional conferences, mentoring programs with younger teachers, self-selected workshops/ activities, and visits to other schools. Siebert (2007) also suggested

involvement in local music organizations, and regular performance opportunities through community music ensembles. Claybon (2008) suggests the need for staff development training programs that teach coping skills and work/life balance along with teaching strategies.

Mid-career teachers may feel some degree of disenchantment with their career, as well as a feeling of stagnancy and boredom (George & Tracy, 1993). Continued professional growth in which mid-career teachers are allowed to choose their own activities that meet their needs as experienced music teachers, make efficient use of their time, and allow them opportunities to be with other professionals are crucial components of staff development for this population. Productive staff development may be one area that increases the satisfaction and effectiveness of a teacher which in turn may affect career longevity (George & Tracy, 1993).

Workload

Career and working conditions contributing to teacher attrition include workload and salary. To better understand teacher attrition, we may consider how overscheduling and excessive workloads affect teacher job satisfaction. Heston, Dedrick, Raschke, and Whitehead (1996) emphasized that an excessive teaching load was one of the highest rated job stressors. Skaalvik and Skaalvik (2011) suggested that teachers experience an increasing number of work assignments and a hectic workday that results in less time for rest and recovery. Some work load demands include increasing documentation and paperwork, frequent meetings, communication with parents, the administration of standardized tests, and participation in school improvement projects. The intensity of the

workload, emotional energy, and after-hours work is difficult to sustain throughout a career.

On a related note, the issue of workload as it relates to time pressure appears to be quite applicable to music teachers. Scheib (2004) reported that music teachers felt overworked and described their work as infringing on their personal lives. Skaalvik and Skaalvik (2011) suggest that time pressure and excessive workloads may result in emotional exhaustion. The issue of excessive workloads relates to self-efficacy and leads to teacher burnout and ultimately threat of attrition.

Salary

The average teacher starting salary in the United States in 2012-2013 was \$36,141 (National Education Association, 2015). Bryant (2012) indicated that salary was a statistically significant predictor of job satisfaction for instrumental music teachers. Scheib (2004) examined salary and its relationship to attrition. In Scheib's study, teachers cited that low salaries in conjunction with difficult working conditions contributed to a decision to leave the profession. Tickle, Chang, and Kim (2011) discovered that as teachers' satisfaction with their salary increased, their perceptions of (a) administrative support, (b) job satisfaction, and (c) intent to stay in teaching also increased.

Kelly (2004) found that attrition was inversely related to salary in a study of teachers in the 1990-1991 Schools and Staffing Survey. Stockard and Lehman (2004) indicated that salary was positively associated with retention in their study of novice teachers from the Schools and Staffing Survey. Lankford et al. (2003) found that

teachers who chose to transfer to other districts in New York State between 1993-1998 experienced increases in salary between 4% and 15%. According to Guarino, Santibanez, and Daley (2006), self-reported dissatisfaction with teacher salary was associated with higher attrition and decreased commitment to the teaching profession.

Hancock (2008) indicated that music teachers who earn smaller salaries or are dissatisfied with their salaries are at higher risk for attrition or migration. Hancock determined that a \$10,000 increase in base salary reduced the possibility for attrition by as much as 40%. Low salaries may not be the sole predictor of teacher attrition; however, paired with emotional exhaustion some teachers seek a career with more balance and financial security.

In Claybon's 2008 study associated with teacher job satisfaction and retention, the researcher found there was a relationship between the compensation component of job satisfaction and those teachers who stayed on the job. Teachers who viewed their salary favorably remained in their position. Claybon also suggested that federal guidelines be re-examined to allow districts more discretion on teacher pay in order to better facilitate retention.

Administrative Support

According to the literature, many teachers who have remained in the profession feel supported by their administrators. Teachers who have left their positions cite concerns with the administration as a contributing factor to their attrition. It comes as no surprise that Bryant (2012) indicated that administrative support significantly predicted job satisfaction for instrumental music teachers. Tickle et al., (2011) also determined that

administrative support was a significant predictor of both teachers' job satisfaction and intent to remain in teaching. Frick (1989) indicated that teachers in her study reported that principals who work with their teachers in their classroom performance, support their time, and acknowledge good teaching aid in teacher retention. Siebert (2007) reported that the opportunity for an autonomous environment, supported by the administration, was crucial to job satisfaction. Support from administrators contributed to the effect of teaching experience, student behavior, and teachers' satisfaction with their salaries.

Pierson and Bredson (1983) found that administrative use of humor helps to advance school climate by creating an atmosphere of connectedness between teachers and principals. According to Huren (2006), there are positive relationships between principals' frequency of humor use and teacher job satisfaction. Huren found that teachers stated higher levels of job satisfactions when principals shared humorous comments during 30 minutes of communication than with zero humorous comments by the principal. Along with additional data in the study, the findings of Huren's study suggest that teachers experience increased levels of job satisfaction when their principals used humor during meetings and interactions. Huren speculates that principals can relieve teacher stress and improve teacher job satisfaction by creating a supportive structure that welcomes humor into the school environment.

Rosenholtz & Simpson (1990) found that principal buffering, discretion, and autonomy were the three highest correlates of teachers' commitment. These factors speak to the extent to which work provides freedom, independence, and discretion to perform one's job. Teachers who were given the freedom of autonomy were provided

the perception of trust from the administration to act as competent professionals. Rosenholtz and Simpson also found that experienced teachers who felt autonomous exhibited greater commitment to teaching.

Madsen and Hancock (2002) found the lack of administrative support as a contributing factor to music teacher attrition. Heston et al. (1996) also found that a lack of administrative support rated highest among concerns for music teachers. Given these findings and the attrition rate in education, which is disproportionately higher than in other professions (Liu & Meyer, 2005), there seems to be value in investigating the link between administrators and teacher attrition.

Baker (2006) examined the relationship between administrative support and early career secondary choral teachers' attrition. In his study 13.7% of music teachers indicated they planned to leave the teaching profession. The primary reason given for the planned attrition was a lack of administrative support. Baker suggested administrators be informed of the types of support teachers needed in order increase retention.

Siebert (2007) discovered that teachers needed autonomy in program planning in terms of administrative support. The teachers also commented on the need to achieve a successful music program that is valued for its own body of knowledge without the disruption of the administration. Finally, Siebert also found that teachers needed to be validated by those in administrative positions, and should receive timely and pertinent feedback on performance.

Williams' 2001 research involved interviews with experienced North Carolina teachers. The researcher asked the teachers about workplace conditions that contributed

to their fulfillment and classroom success. Many responses indicated administrative support and involvement. Responses included (a) self-imposed change, not dictated by the administration, (b) professional opportunities such as mentoring, and (c) immediate and constructive feedback from administrators. The teachers credit “talented administrators for involving their faculties in creative activities that helped them develop strategies, envision possibilities, and create opportunities for learning that challenge, stimulate, and satisfy the most creative minds” (Williams, p. 75).

Claybon (2008) examined the relationship between teacher job satisfaction and teacher retention and found that veteran teachers felt unappreciated by their principal and many new teachers felt unsupported. Claybon also suggested that new principal training courses should devote time focused on communication, interpersonal, and conflict resolution skills. For accountability measures, Claybon recommended that school districts create measures that hold veteran principals accountable for teacher turnover.

Student Quality

Student quality refers to student behavior, student participation, student success, student attitudes, and working relationships with students. Student participation and behavior have been identified as contributing factors to job satisfaction and also contribute to teacher attrition. Student participation in class was found to be a statistically significant predictor ($p = .000$) of job satisfaction (Bryant 2012). Teachers feel positive emotions when their students are responsive and succeed (Hargreaves, 1998, 2000). Tickle et al. (2011) found that student behavior, particularly negative behavior, was a significant predictor of perceived administrative support ($p < .01$), teachers’ job

satisfaction ($p < .01$), and teachers' intent to stay in teaching ($p < .01$). Burke, Greenglass, and Schwarzer (1996) found that students' disruptive behavior had significant effects on teachers' burnout one year later. Student related burnout serves as a mediator between the job demands and emotional and physical health for teachers.

Heston et al. (1996) reported that sources of job satisfaction included positive student attitude and musical competencies, including performance skills. Interestingly, they also found that negative student attitudes and behavior were the highest rated job stressors. The researchers suggested taking time at the beginning of the year (or semester) to develop interpersonal relationships between music teacher and student. According to many studies intrinsic motivation, and therefore teacher job satisfaction, is linked to the satisfaction of working with students and contributing to their progress and development. Dinham and Scott (2000) found the most important source of satisfaction for teachers was the sense of achievement in positively influencing students. Student achievement, helping students to modify their attitudes and behavior, positive relationships with students are powerful satisfiers according to Dinham and Scott.

Collegiality with Other Teachers

Professional involvement with other teachers may provide a therapeutic atmosphere of professional development opportunities and the possibility of professional dialogue with colleagues in those settings. Research suggests that professional, collegial relationships with other music teachers may contribute to job satisfaction and therefore teacher retention. For example, Heston et al. (1996) suggested that the top coping strategies for job stress were spousal support and music colleague support. According to

Shen et al. (2012), staff collegiality and career and working conditions demonstrated the strongest positive association with teacher job satisfaction. While investigating the types of professional assistance important to teachers Baker (2007) found that “colleagues in the music field” ranked the highest among participants. Baker also discovered that teachers ranked the support of other teachers as the top reason for intending to remain in the teaching profession.

Muller, Gorrow & Fiala (2011) found social identification (one factor in their study) related to having a clear understanding of the expectations of teachers' work roles by others they work with, as well as feelings of connectedness to colleagues they work or interact socially. Positive interactions with colleagues, as well as knowing how one fits into these social and professional systems, is important in enhancing teachers' resilience.

Psychological Needs of the Teacher

The psychological needs of teachers, also considered work psychology, relate to factors such as (a) isolation, (b) occupational identity, (c) motivation to teach, (d) self-efficacy, and (e) compatible educational values and philosophies. Teacher empowerment, another factor, is associated with (a) a teacher's feeling of professional worth, (b) growth, (c) autonomy, (d) the ability to impact a student's life (purpose), (e) professional respect, and (f) classroom control and influence.

Deci and Ryan (1985) have a theory of self-determination that relates to personal motivation and may be applied to teacher motivation. The three components of the theory are autonomy, competence, and relatedness. Autonomy is the being provided with the opportunity to act with a sense of consent and volition. According to Riggs (2013) one

teacher stated that he quit his teaching job because of a lack of respect. He went on to say that teachers have little to say about how they do their work, they are told what to do, and are disempowered in the process. Intrinsic motivation is positively impacted when employees feel a sense of autonomy in their work. This effect is increased when the feedback an employee receives is considered non-controlling.

Competence is the desire to accomplish something successfully and is considered an innate need for humans. For a person to be motivated he/she must see the connection between their behavior and the desired outcome in their action. Deci states that feelings of competence affect intrinsic motivation and a general sense of well-being. The more a person accepts and meets a challenge due to their accomplishments, the greater the level of competence grows.

Relatedness refers to the norms and values that create meaning and are reinforced through socialization (Deci & Ryan, 1985). Persons need to feel connected with others while being autonomous. This need for relatedness leads people to become a part of a group. Increased levels of relatedness are associated with a higher level of well-being.

Prevention of Teacher Burnout: Coping Strategies

Teacher burnout has been associated with teacher attrition in recent research. Burnout is described as “emotional overstimulation that results in fatigue, anxiety, boredom, and/or depression” (Siebert, 2007, p.14). Burnout has been connected to absenteeism and early retirement. Hamann and Gordon (2000) define burnout as a lack of idealism, stress that is not released, and constant effort made without recognition.

They also propose that burnout affects employees who are the most dedicated to their work.

Scheib (2003) examined role stressors associated with high school music teachers and their ability to meet job expectations. Scheib found that role overload, under-utilization of skills, and overloaded teaching schedules created unmanageable amounts of stress. Role overload includes the teachers' perception of increased advocacy efforts needed to successfully do their job. Administrative responsibilities also overwhelmed the utilization of musical and pedagogical skills in the classroom which increased job stress.

Teacher resiliency is another contributing factor related to job satisfaction. Out of the six protective factors in Muller, Gorrow, and Fiala (2011), purpose, expectations, and social interaction were found to be the most statistically significant factors relating to teacher resiliency. Having a purpose, expectations, and goals to meet them were closely related to resiliency, which relates to teacher retention. Teachers who feel valued for their competence are more likely to work harder to improve their performance and perhaps increase job satisfaction and teacher retention.

The psychological needs of teachers change throughout their career span. According to the literature, veteran teachers seem to have higher levels of motivation, personal accomplishment, and less emotional exhaustion. Siebert (2007) reported that 'career' (experienced) music teachers exhibit competence, intrinsic motivation, and self-determination in his/her field. Anderson and Iwanicki (1984) emphasized that teachers with 13-24 years of experience had the lowest levels of frequency and intensity of reduced personal accomplishment compared to younger teachers who exhibited higher

esteem need deficiency and security need deficiency. Anderson & Iwanicki emphasized that younger teachers (e.g., age 20-34) reported significantly higher levels of frequency for emotional exhaustion than older teachers (e.g., 45 and over). Teachers with 13-24 years of experience reported the lowest levels of frequency and intensity of reduced personal accomplishment. Teachers appeared to derive the most from their accomplishments in the classroom during this period. It appears that these more experienced teachers may have coping strategies that prevent emotional exhaustion.

Skaalvik and Skaalvik (2011) found that job satisfaction was positively related to value consonance and belonging. A sense of belonging (i.e., as related to fundamental human motivation, Baumeister & Leary, 1995) appears to be a barrier against exhaustion. Skaalvik and Skaalvik (2010) found that both teacher self-efficacy (i.e., the social cognitive theory that people can exercise some influence over what they do) and teacher burnout were related to teachers' job satisfaction. These esteem needs and self-actualization needs appear to be closely related to job satisfaction and therefore retention.

Gender and Primary Teaching Level

Gender and primary teaching-level issues also relate, in a variety of ways, with teacher job satisfaction. Female music teachers who taught elementary school were more likely to report higher levels of satisfaction (Gardner, 2010). Female teachers are more likely to teach in the elementary or middle school setting and male teachers are more likely to teach at the secondary level (Gardner, 2010). Male teachers report higher levels of frequency and intensity of burnout than female teachers (Anderson & Iwanicki, 1984).

Junior and senior high school teachers report higher levels of frequency and intensity of depersonalization and reduced personal accomplishment than did elementary school teachers (Anderson & Iwanicki, 1984). Anderson and Iwanicki (1984) regard burnout as more of a problem with male secondary school teachers than with female elementary school teachers. Shen et al. (2012) found that elementary school teachers had higher job satisfaction than secondary school teachers.

Teachers at the secondary level are more likely to teach performance ensembles, and according to Gardner (2010) deal with issues such as planning concerts, acquiring transportation, budgeting expenses, and others which are unique to many secondary jobs. On a similar note, Shen et al. (2012) suggested that teachers at smaller schools showed a higher level of job satisfaction than teachers at larger schools and teachers at schools with a larger percentage of free or reduced-lunch students showed a lower level of job satisfaction.

Job Satisfaction

Contributing factors associated with job satisfaction include feelings of achievement, a sense of independent thought and challenge, autonomy, feedback associated with performance, security, and prestige (Neumann, Reichel, & Saad, 1988). Job satisfaction has also been defined as an attitudinal factor that defines how a person feels about his or her job (Brewer, 2003). Herzberg (1966) defined job-attitude factors into two levels. The levels included (a) recognition, (b) achievement, (c) promotion, (d) advancement, (e) salary, (f) interpersonal relations, (g) supervision-technical

responsibility, (h) policy and administration, (i) working conditions, (j) the work itself, (k) personal life factors, (l) status, and (m) job security.

Claybon (2008) found a relationship between perceived teacher job satisfaction and retention behavior. Compensation, work tasks, supervision, recognition, operating conditions, and communication were found to relate positively or negatively to retention. Claybon suggested that administrators need to be aware of the impact happy and unhappy teachers have on student achievement and the district outcomes.

In the 2000 Dinham and Scott study, the researchers found that the major sources of job dissatisfaction were matters extrinsic to the work of teaching. These were mostly out of the control of teachers. These sources included (a) the nature of educational change, (b) increased expectations placed on schools, (c) increased teacher workloads, (d) the community's perceived low opinion of teachers, (e) the negative image of teachers in the media, (f) lack of support services for teachers, and (g) a lack of promotion opportunities.

Summary

According to the literature, components of school culture contribute to teacher retention and teacher attrition. Career and working conditions, administrative support, student quality, collegiality between teachers, and meeting the psychological needs of teachers all relate to the teacher's decision to stay in the classroom or to leave.

In relation to the literature, there are specific contributing factors that lead to the career longevity of teachers. Teachers with more experience had higher job satisfaction levels than teachers with less experience. Veteran teachers also demonstrated higher

levels of career commitment than younger teachers. Teacher's relationships with parents, students, colleagues, and administrators have an impact on job satisfaction. Workload and salary can both contribute to teacher attrition. Finally, the psychological needs of teachers including teacher empowerment, self-efficacy, and belonging contribute to a teacher's well-being and therefore their job satisfaction and retention.

Restatement of Purpose

The purpose of this study was to investigate the sustainability and job satisfaction of veteran music teachers in North Carolina. Specifically, the study was designed to investigate the contributions of the following school environment factors to veteran North Carolina music teachers' sustainability and job satisfaction: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality.

The current research study was designed to answer the following primary research questions.

1. What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?
2. What coping strategies contribute to the prevention of burnout among veteran music teachers in North Carolina?

As secondary research areas, data were analyzed to determine if gender and/or primary teaching level affected the job satisfaction of veteran music teachers in North Carolina. These results were used to validate the differences between veteran music teachers' job satisfaction (if any) were not confounded by gender, primary teaching level, and/or a combination of gender and primary teaching level.

CHAPTER III

PROCEDURES

The purpose of this study was to investigate the job satisfaction of veteran music teachers in North Carolina. North Carolina veteran music teachers who were members of the North Carolina Music Educators Association (NCMEA) received an email inviting participation in the study (Appendix A). Data were collected via a researcher-developed survey, based on two previously used surveys (Appendix B). Descriptive statistics, regression analyses, thematic analyses, and a two-way analysis of variance (ANOVA) were used to analyze the data. Within the regression analysis, job satisfaction served as the criterion variable and four areas of focus: (a) career and working conditions, (b) administrative support, (c) student quality, and (d) collegiality served as the predictor variables. Coding and thematic analyses were used to examine burnout prevention, associated with job satisfaction. A secondary purpose of the current study was to determine the effects of gender and primary teaching level on veteran North Carolina music teachers' job satisfaction. A two-way ANOVA was used to examine the secondary research purpose to determine the effects of gender and primary teaching level, associated with music teacher job satisfaction.

The survey procedure included a pilot test with veteran music education faculty members and music education graduate students ($N = 8$). Based on their feedback, survey items were modified. Modifications in the survey, based on the pilot test,

included the addition of survey items that allowed subjects to provide additional detail, such as a description of what makes teachers feel respected at work, and what do teachers enjoy about their jobs. Likert-type items and open-ended questions were added to the survey, based on pilot study participants' suggestions. Surveys were sent to 580 North Carolina veteran music teachers who were members of the North Carolina Music Educators Association, and 176 served as subjects and responded to the survey (30.34%). Specific procedures for selection of subjects, survey construction and dissemination, collection of data, and analysis of data are presented in this chapter.

Selection of Subjects

In an effort to acquire an electronic mailing list for music teachers in North Carolina with more than 15 years of experience, the researcher contacted the President-Elect and current President of the North Carolina Music Educators Association (NCMEA). The current study was discussed with the NCMEA representative via email and phone conversations to obtain an email list of potential subjects. The NCMEA President-Elect and current President agreed to provide an email list of veteran music teachers who were members of NCMEA and agreed to the researcher's one-time use of the teachers' names and email addresses. As previously indicated, respondents to the survey ($N = 176$) were NCMEA members with at least fifteen years of teaching experience.

Survey Development and Data Collection

Survey Development

The survey addressed specific issues related to music teacher job satisfaction and strategies for sustaining job satisfaction and preventing burnout. Based on related literature review, the researcher created the *Music Teacher Job Satisfaction Survey* (MTJSS; Appendix B). Portions of the *Band Director Job Satisfaction Measure* (BDJSM) by Parker (1991) and the *String Music Educator Questionnaire* (SMEQ) by Russell (2007) were incorporated into the survey. Twenty items out of the 51 items of the MTJSS were taken from Parker's BDJSM that address teacher expectations, perceived performance of self, enjoyment gained by working with students and/or parents, teacher stress, career intentions, and self-reported job satisfaction. Seventeen items out of the 51 MTJSS were taken from Russell's SMEQ that address teacher satisfaction levels associated with teaching load, autonomy in their school, opportunities for collaboration with other teachers, student quality, administrative support, relationships with parents, recognition received, and the perceived value of music education at their school. Some items from Parker's BDJSM and Russell's SMEQ were modified to best address the purposes of the current study. The researcher added nine open-ended items to investigate coping strategies used by subjects to prevent burnout. The open-ended items also provided subjects opportunities to make additional comments about job satisfaction and sustaining job satisfaction across their careers. The researcher also added five Likert-type items to provide additional data related to teaching load, frequency of teacher collaboration, and productive classrooms. Survey items were

associated with four categories related to characteristics of school culture: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality.

Part I of the *Music Teacher Job Satisfaction Survey* (MTJSS) was designed to collect demographic information relevant to the topic. In response to Part II of the MTJSS, subjects were asked to rank-order items according to how each factor contributed to job satisfaction in their current position. Subjects were asked also to rate factors possibly associated with job satisfaction using a 5-point Likert scale. These items included factors associated with school culture (i.e., career/working conditions, administrative support, student quality, and staff collegiality). Part III of the MTJSS consisted of open-ended questions asking subjects to identify coping strategies they used or use to prevent burnout, and to provide additional comments about music teacher job satisfaction and career longevity in music education. The survey included 51 items constructed across three general types of responses: (a) 8 demographic responses, (b) 35 Likert-type responses, and (c) 9 open-ended responses.

Within this study, job satisfaction was defined as the extent to which a person's hopes, desires, and expectations about the employment in which he or she is engaged are fulfilled (Collins English Dictionary, 2012). Music teachers' job satisfaction, as related to career and working conditions, was measured using 11 Likert-type items and 5 open-ended questions. Job satisfaction, as related to administrative support, was measured using 5 Likert-type items and 2 open-ended questions. Music teachers' job satisfaction, as related to student quality, was measured using 3 items. Job satisfaction, as related to

collegiality, was measured using 6 items. To answer the first research question “What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?” music teachers’ job satisfaction was measured using 7 Likert-type items and one open-ended question. Specifically, the following 7 items using a Likert-type rating scale were used to measure subjects’ job satisfaction.

1. “How much do you enjoy being a music teacher?”
2. “I feel proud of my accomplishments in music teaching.”
3. “I enjoy interacting with students.”
4. “I look forward to teaching on a daily basis.”
5. “After a day of teaching, I have positive feelings.”
6. “I intend to continue teaching until I retire.”
7. “I am satisfied with my job as a music teacher.”

One open-ended question related directly strategies used to prevent music teacher burnout.

Data Collection

In the current study, Qualtrics,[®] was used to administer an online survey to all subjects. Qualtrics[®] is web-based software that enables researchers to develop, publish, and collect responses to survey items and questions. Before distributing the email inviting veteran music teachers to respond to the Music Teacher Job Satisfaction Survey (MTJSS) via the link to Qualtrics[®], a pilot test was conducted among music education faculty members and music education graduate students in the School of Music, Theater, and Dance at The University of North Carolina at Greensboro. Subjects completing the pilot

test were asked to record the amount of time needed to complete the survey. Pilot test subjects were asked also to comment on any items that were perceived as confusing or vague, and were asked to make recommendations based on their comments.

Subsequently, modifications were made to the MTJSS to improve the survey questions, such as wording on certain items to improve clarity, aligning Likert-type responses from positive to negative throughout, the organization of items, the addition of open-ended questions to solicit more comments, and adjusting font sizes and text box sizes.

Data collection from potential subjects was facilitated via email invitations and requests. An email invitation containing a Qualtrics[®] link to the MTJSS was sent to the target population, including 580 veteran North Carolina music teachers who were members of NCMEA. A week after the initial email, the first reminder email was sent to all prospective subjects. Three weeks following the initial survey invitation a second reminder was emailed to subjects who had not previously responded to the survey request. The researcher received 176 responses following the second reminder that was emailed to prospective subjects. At this point, a 30.34% response rate was achieved. The researcher considered 176 subjects (i.e., 30.34% of the population) a sufficient sample to conduct the current study.

Data Analysis

Data collected from the MTJSS were analyzed using descriptive statistics, regression analysis, emergent theme analyses, and analysis of variance. Statistical analyses were used to answer the primary research questions of the study, and to analyze the secondary variables of the study (i.e., gender and primary teaching level).

Descriptive statistics were used to analyze the data across all factors (career/working conditions, administrative support, student quality, staff collegiality, and job satisfaction) including frequencies, means, standard deviations, and percentages, as appropriate. Data collected from the MTJSS were analyzed using the *Statistical Package for the Social Sciences* (SPSS), version 23. A multiple linear regression analysis was used to determine which factors (career/working conditions, administrative support, student quality, staff collegiality) best predicted subjects responses to the self-reported job satisfaction items and answered the first research question “What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?” The R^2 value, resulting from the multiple linear regression analysis, was used to determine the proportion of variance in the criterion variable (i.e., music teacher job satisfaction) was explained by the predictor variables (i.e., career/working conditions, administrative support, professional relationships with colleagues, and working relationships with students).

In the open-ended item (item 51) “What are your coping mechanisms for preventing your burnout as a teacher?” emergent themes were determined by coding. Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data (Creswell, p.266). In order to perform the necessary coding for the open-ended question, the researcher became thoroughly familiar with the data. It was necessary to read the subjects’ responses numerous times in order to identify text segments as they related to specific recurring themes. The researcher assigned each theme a color, and highlighted the corresponding area of text to the respective color to

make its multiple occasions in the text more identifiable. The researcher then counted the frequency of each recurrent theme. Eighteen recurring themes emerged from the open-ended question related to the prevention of music teacher burnout (item 51). Item 51 assisted in answering the second research question “What are your coping mechanisms for preventing your burnout as a teacher?”

A two-way analysis of variance (ANOVA) was used to determine significant differences between job satisfaction grouped by gender and primary teaching level. For example, do female music teachers report higher levels of job satisfaction than male music teachers as reported in previous literature? Do secondary music teachers experience less job satisfaction than elementary music teachers? The researcher performed this analysis in order to isolate and investigate the music teachers who reported the highest levels of job satisfaction. After determining what teachers (based on gender and primary teaching level) reported the highest levels of job satisfaction the researcher analyzed their specific responses to provide a profile of the veteran music teachers who appear to be the most satisfied in their jobs to provide insight into what these teachers may have in common.

To conduct statistical analyses, survey responses were coded numerically. Likert-type items were coded with “1” for “strongly agree,” “2” for “agree,” “3” for “neither agree nor disagree,” “4” for “disagree,” and “5” for “strongly disagree.” Other multiple-choice items were coded similarly to the Likert-type items with each possible response being coded with consecutive numbers (i.e., “1” for “very satisfied,” “2” for “satisfied,” “3” for “dissatisfied,” and “4” for “very dissatisfied”).

In the investigation of the reliability of the survey, the items were grouped according to the following areas of inquiry: predictor variables (a) career and working conditions, (b) administrative support, (c) student quality, (d) collegiality, and the criterion variable (e) job satisfaction. Each of these areas was analyzed for reliability using the Cronbach Alpha. Table 2 indicates reliability coefficients for the total survey and areas of inquiry.

Table 2

Reliability for Survey Subscales

Survey and Survey Subscales	Reliability (Coefficient Alpha)
Total Survey without Demographic Information	.89
Career and Working Conditions (Items 10, 11, 12, 21, 28, 29, 30, 31, 32, 38, 41, 45)	.64
Administration (Items 13, 14, 19, 26, 27)	.91
Student Quality (Items 37, 39, 40)	.73
Collegiality (Items 15, 16, 17, 18, 20, 36)	.64
Job Satisfaction (Items 23, 34, 35, 44, 48, 49, 50)	.86

The purpose of the study was to investigate the job satisfaction of veteran music teachers. The primary purpose of this study was fulfilled by answering the following research questions:

1. What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?
2. What coping strategies contribute to the prevention of burnout among veteran music teachers in North Carolina?

Additionally, a secondary purpose of the current study was to determine the effects of gender and primary teaching level on veteran North Carolina music teachers' job satisfaction.

CHAPTER IV

RESULTS

The purpose of the study was to investigate the job satisfaction of veteran music teachers, as related to strategies for sustaining job satisfaction and preventing music teacher burnout. To examine North Carolina veteran music teachers' job satisfaction and burnout prevention strategies, the researcher analyzed data related to school culture characteristics that predicted music teacher job satisfaction and coping strategies used to prevent veteran music teachers' burnout. Data collected from a researcher-constructed survey were analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows, version 23. All survey items were examined for response frequencies and percentages of responses by subjects. Results provided an overall quantitative description of job satisfaction and retention of North Carolina veteran music teachers' who were members of the North Carolina Music Educators Association (NCMEA).

The items on the survey were categorized into four characteristics of school environment: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality. Data collected from the survey were analyzed using the *Statistical Package for the Social Sciences* (SPSS), version 23. Regression analyses were used to determine the predictive strength of school environment characteristics relative to four variables previously mentioned and the criterion variable (music educator job satisfaction). Results of the regression analyses were used to answer research question

number one. The predictive significance of school culture characteristics was established if any of the regression analyses among the groups produced an alpha level of less than or equal to .05.

The survey included 52 items constructed across three general types of responses: (a) eight demographic items, (b) 35 Likert-type responses, and (c) nine open-ended responses. Coding of the “coping mechanisms for preventing burnout” open-ended question (51) was performed in order to establish themes and answer research question number two. A two-way ANOVA was used to analyze job satisfaction levels by gender and school level in order to answer research question number three.

Results of the data analysis are presented in this chapter beginning with a presentation and discussion of response frequencies, percentages, and means across the MTJSS items and questions. Regression analyses of selected items responses to research question number one “What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?” will be presented. Thematically coded responses to research question number two “What coping strategies contribute to the prevention of burnout among veteran music teachers in North Carolina?” will be presented. A two-way analysis of variance (ANOVA) was used to analyze the effect of gender and primary teaching level on job satisfaction and the corresponding results are presented in this chapter.

Descriptive Analyses of Data

Subject Demographic Responses

Five hundred and eighty surveys (Appendix B) were emailed to North Carolina veteran music teachers. Music teachers were chosen based on membership in the North Carolina Music Educators' Association and at least fifteen years of teaching experience. One hundred seventy six music teachers (30.34% of subjects sampled) completed the online survey. After two weeks, email reminders were sent to any subjects who did not return a survey. After four weeks, reminder emails were sent to all subjects who had not returned the survey.

Forty-five music teachers with 15-20 years of experience (25.56% of subjects sampled) returned the survey, and thirty teachers (17.04% of responding subjects) with 20-25 years of experience returned the surveys. The largest group to return the survey included 99 subjects (56.25% of responding subjects) with more than twenty-five years of experience. Three subjects did not indicate their experience levels. Demographic data for all subjects are presented in Table 3.

Table 3

Frequency Analyses of Responses for Demographic Questions

Demographics	Total (N=176) <i>n</i>	%
Gender		
Male	109	61.6
Female	66	37.3
Degree		
Bachelor's degree	70	39.5
Master's degree	99	55.9
Doctoral degree	7	4.0
Marital Status		
Single	20	11.3
Married/Domestic Partner	142	80.2
Divorced	10	5.6
Teaching Level		
Elementary (K-5, K-6, K-8)	32	18.1
Middle/Junior High (6-8, 7-9)	67	37.9
High School (9-12, 10-12)	68	38.4
K-12	6	3.4
Number of Students		
Less than 50	7	4.0
50-150	78	44.1
150-250	47	26.6
More than 250	43	24.3
Years of Teaching Experience		
15-20 years	45	25.4
20-25 years	30	16.9
More than 25 years	99	55.9
Type of School		
Public	156	88.1
Private	13	7.3
Charter	4	2.3
Parochial	2	1.1
School Setting		
Rural	70	39.5
Suburban	71	40.1
Urban	35	19.8

Job Satisfaction and School Environment Responses

The survey responses were tabulated according to frequency and percentage of responses. All 176 responses from the subjects were included in this analysis. Frequency tabulation and percentages were examined by survey sections, including: (1) demographics, and (2) school environment characteristics incorporating: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality. The survey is presented in Appendix B.

Responses to many survey items involving a five-choice Likert-type scale were analyzed by assigning “1” to “Strongly Agree,” “2” to “Agree,” “3” to “Neither agree nor disagree,” “4” to “Disagree,” and “5” to “Strongly Disagree.” Satisfaction items were analyzed by assigning “1” to “Very Satisfied,” “2” to “Satisfied,” “3” to “Somewhat Satisfied,” “4” to “Dissatisfied,” and “5” to “Very Dissatisfied.” Collaboration and consultant items were analyzed by assigning “1” to “A great deal,” “2” to “A lot,” “3” to “A moderate amount,” “4” to “A little,” and “5” to “None at all.” The isolation item was analyzed by assigning “1” to “Not isolated at all,” “2” to “Slightly isolated,” “3” to “Moderately isolated,” “4” to “Quite isolated,” and “5” to “Extremely isolated.” The item related to principal value on music education in the curriculum was analyzed by assigning “1” to “Extremely important,” “2” to “Quite important,” “3” to “Moderately important,” “4” to “Slightly important,” and “5” to “Not at all important.”

North Carolina veteran music teachers’ job satisfaction, as related to various school environment categories, was measured using 35 Likert-type survey items, and nine open-ended survey questions. Frequencies and percentages of teachers’ responses to items

related to job satisfaction are presented in Table 4. The school environment categories are divided into four areas: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality.

Career and Working Conditions

Music teachers' job satisfaction as related to career and working conditions was measured using eleven Likert-type survey items and five open-ended survey questions. Frequencies and percentages of teachers' responses to items related to job satisfaction and career and working conditions are presented in Table 4.

Table 4

Frequency Analyses of Responses of Job Satisfaction in Career and Working Conditions

Questions	Response Choices									
	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Somewhat Satisfied</u>		<u>Dissatisfied</u>		<u>Very Dissatisfied</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How satisfied are you with your teaching load? (N=176)	49	27.8	77	43.8	35	19.9	12	6.8	3	1.7
How satisfied are you with the level of autonomy afforded to teachers in your school? (N=176)	37	21.0	62	35.2	53	30.1	20	11.4	4	2.3
How satisfied are you with the respect you receive for your work? (N=176)	41	23.3	64	36.4	49	27.8	17	9.7	5	2.8

Table 4 (Continued)										
Questions	Response Choices									
	<u>Strongly Agree</u>		<u>Agree</u>		<u>Neither</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My teaching duties basically include all the learning experiences that I consider important to music education. (<i>N</i> =176)	39	22.2	87	49.4	29	16.5	18	10.2	2	1.1
My present job meets the career expectations that I had as a college music major. (<i>N</i> =176)	41	23.3	77	43.8	25	14.2	25	14.2	7	4.0
My music teaching position requires more hours of work than I think is fair	31	17.6	36	20.5	60	34.1	38	21.6	10	5.7
My music teaching position requires more work than I expected (<i>N</i> =176)	38	21.6	43	24.4	47	26.7	41	23.3	7	4.0
My job continues to be challenging in positive ways (<i>N</i> =176)	51	29.0	87	49.4	25	14.2	11	6.3	1	0.6

Table 4 (Continued)										
	Response Choices									
	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Somewhat Satisfied</u>		<u>Dissatisfied</u>		<u>Very Dissatisfied</u>	
Questions	n	%	n	%	n	%	n	%	n	%
I enjoy interacting with my student' parents. (N=176)	46	26.0	93	52.8	34	19.3	2	1.1	1	0.6
	Response Choices									
	<u>Strongly Agree</u>		<u>Agree</u>		<u>Neither</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
Questions	n	%	n	%	n	%	n	%	n	%
My job as a teacher is a regularly recurring source of stress for me. (N=176)	18	10.2	68	38.6	45	25.6	32	18.2	12	6.8

Teachers reported satisfaction in many of their responses to the questions related to career and working conditions. The majority of teachers reported they were either “very satisfied” (27.8%) or “satisfied” (43.8%) with their teaching load. The majority of teachers responded that they “strongly agreed” (22.2%) or “agreed” (49.4%) that their teaching duties basically include all of the learning experiences that they consider important to music education. The majority of teachers also “agreed” (52.8%) or “strongly agreed” (26.1%) that interactions with students’ parents were enjoyable. Teachers responses were distributed evenly related to the expectations of work hours: (a) 26.2% of teachers “strongly agreed” that the job required more work hours than expected, (b) 24.4% of teachers “agreed” that the job required more work hours than expected, (c) 26.7% “neither agreed nor disagreed”, (d) 23.3% “disagreed” that the job required more work hours, and (e) 4% “strongly disagreed” that the job required more work hours. Many teachers (N = 86) “strongly agreed” (10.2%) or “agreed” (38.6%) that their jobs as music educators were a regularly recurring source of stress for them.

One open-ended question was included in the survey to offer subjects an opportunity to elaborate on what makes them feel respected at work. One hundred and forty-five subjects chose to respond to this item. The item read: “Please describe what makes you feel respected for your work?” The responses were coded by related themes and are summarized in the Table 5. In order to perform the necessary coding for the open-ended question, the researcher became thoroughly familiar with the data. It was necessary to read the subjects’ responses numerous times in order to identify text segments as they related to specific recurring themes. The researcher assigned each

theme a color, and highlighted the corresponding area of text to the respective color to make its multiple occasions in the text more identifiable. The researcher then counted the frequency of each recurrent theme.

Table 5

Teacher Respect

<i>What Makes You Feel Respected at Work?</i>	<i>Frequency</i>
1. Administrative support	75
2. Verbal/written appreciation	70
3. Parental/staff/student support and recognition	61
4. Parental/staff attendance at concerts and participation at events	20
5. Student success	11
6. Compensation	6

Overwhelmingly, music teachers felt respected at work when they received administrative support, verbal or written appreciation, and parental, staff, and student support and recognition (85% of responses, N = 206). Some of the responses related to administrative support included, “being included in decision making that affect my classes,” “recognition of the music curriculum as a part of student growth,” “provided an adequate amount of time to plan,” “afforded every equality all other teachers are afforded,” “ability to try innovative programming,” and “the way my principal listens.” Several music teachers suggested their administration supported them by treating them as professionals by providing “trust” and “autonomy.”

One open-ended question was included in the survey to offer subjects an opportunity to discuss productive classrooms and stress and 134 subjects chose to respond to the item. The item read: “Please describe what is stressful about maintaining a

productive classroom.” The responses were coded by related themes and are summarized in the following list.

Table 6

The Productive Classroom and Stress

<i>What is Stressful about Maintaining a Productive Classroom?</i>	<i>Frequency</i>
Disruptive student behavior/low motivation	60
Outside distractions during class	18
Not having enough time to plan	14
Non-music related teacher requirements	9
Scheduling issues	8
Diverse student population and modified instruction	8
Excessive state/district/school required paperwork	8
Advocating and Fundraising	5
Staying ahead of students in class	3
Self-inflicted pressure to improve	3
Level of intensity and energy needed	3
Phones/electronics distraction	2
Negative parent involvement	2
Multitasking	2
Finding new instructional methods	2
Teacher focus/time for rest	1
Lack of administrative support	1
Staying up to date with technology	1
Students inability to purchase materials	1
Fear of failure	1

Forty-four percent of music teachers cited that maintaining desirable student behavior and high motivation is stressful when trying to maintain a productive classroom. Thirteen percent of teachers stated outside distractions as stressful while trying to be productive in the classroom. Examples included students being taken out of class, announcements being made, and time taken away from class time for other school activities. Ten percent of music teachers felt that they did not have enough planning time

and this caused stress. Other high frequency stressors included non-music related teacher requirements, scheduling issues, diverse student populations and the need for modified instruction, and the required documentation necessary for the school and state.

Administrative Support

Music teachers' job satisfaction as related to administrative support was measured using five Likert-type survey items and two open-ended survey questions. Frequencies and percentages of teachers' responses to questions related to job satisfaction and administrative support are presented in Table 7.

Table 7

Frequency Analyses of Responses of Job Satisfaction in Administrative Support

Questions	Response Choices									
	<u>A Great Deal</u>		<u>A lot</u>		<u>A Moderate Amount</u>		<u>A little</u>		<u>None at all</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Are you consulted by your administration when decisions are being made that affect the music program? (<i>n</i> =176)	36	20.5	43	24.4	54	30.7	33	18.8	10	5.7
Are you consulted by your administration when decisions are being made that affect scheduling of the music program? (<i>n</i> =176)	29	16.5	36	20.5	52	29.5	33	18.8	26	14.8
Questions	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Somewhat Satisfied</u>		<u>Dissatisfied</u>		<u>Very Dissatisfied</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How satisfied are you with the level of administrative support at your school? (<i>n</i> =176)	61	34.7	47	26.7	39	22.2	23	13.1	6	3.4
How important does your principal think music education is in the school curriculum? (<i>n</i> =176)	35	19.9	56	31.8	46	26.1	27	15.3	11	6.3
My expectations of teaching responsibilities and the administration's expectations generally agree. (<i>n</i> =176)	43	24.4	73	41.5	38	21.6	19	10.8	3	1.7

When teachers were asked if they were consulted by their administration when decisions were being made that affected scheduling of the music program 16.5% indicated they were consulted “a great deal”, while 20.5% were consulted “a lot”. The majority of teachers were either “very satisfied” (34.7%) or “satisfied” (26.7%) with the level of administrative support in their school. The majority of teachers also felt that their principals thought that music education was “extremely important” or “important” in the curriculum (19.9% “extremely important”, 31.8% “important”).

Two open-ended questions were included in the survey to offer subjects an opportunity to discuss administrators and job satisfaction and 120 subjects chose to respond to the item. The item read: “What do you want school administrators to know about music teacher job satisfaction?” The responses were coded by related themes and are summarized in the following list.

Table 8

Administrators and Music Teacher Job Satisfaction

<i>What do you want school administrators to know about music teacher job satisfaction?</i>	Frequency
Support (trust/value/respect) your teachers	37
Value music as a part of the curriculum	24
Say thank you/encourage/care	21
Provide scheduling support/protect class time for the music classes	14
Understand that music teachers love what they do	13
Show respect for the teacher's time	11
Provide financial support for resources	11
Administrators are the main source of satisfaction and dissatisfaction for many teachers	6
Provide/allow for appropriate professional development	5
Consider the extra time music teachers have outside of class	5
Visit the music classroom and attend concerts	4
Get to know your music teacher and listen	4
Involve music teachers in decision making	3
Music teachers are different	2
Music teachers have extensive time with students and understand their needs	2

Many music teachers who responded to this question would like for administrators to acknowledge music as a core subject in the curriculum. Some comments included, "I am just as important as any other teacher in the school," "treat us as an integral part of the curriculum," music teachers "need to feel valued as a part of the staff," and "music is as important as any other subject."

Concerning budgets and scheduling one teacher explained "It's hard to enjoy our jobs when we teach in discouraging facilities and can't build a program because the schedule works against us." Another teacher explained "constantly having to fundraise just to buy instructional resources (like sheet music) diminishes the sense of value put on what we do in our classrooms." The importance of financial support was also discussed

by another teacher who said, “When music teachers know that they are supported, especially financially, they don’t have to stress about non-music related issues and can focus more on students.”

Working with Students

Music teachers’ job satisfaction as related to student quality was measured using three survey questions. Frequencies and percentages of teachers’ responses to questions related to job satisfaction and student quality are presented in Table 9.

Table 9

Frequency Analyses of Responses of Job Satisfaction in Student Quality

Questions	Response Choices									
	<u>Strongly Agree</u>		<u>Agree</u>		<u>Neither</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I enjoy interacting with students. (<i>n</i> =176)	135	76.7	37	21.0	3	1.7	1	.6	0	0
Most of my students enjoy the classes I teach. (<i>n</i> =176)	82	46.6	93	52.8	1	0.6	1	.6	0	0
I enjoy working with most of the students who are enrolled in my classes. (<i>n</i> =176)	101	57.4	70	39.8	4	2.3	0	0	0	0

An overwhelming majority (76.70%) of the teachers “strongly agree” that they enjoy interacting with students and 21.02% “agree” that they enjoy working with students. One teacher (.60%) strongly disagreed to enjoying student interaction. The majority of teachers “agreed” (52.84%) or “strongly agreed” (46.59%) that their students enjoy the classes they teach.

Staff Collegiality

Music teachers' job satisfaction as related to collegiality was measured using six survey items. Frequencies and percentages of teachers' responses to items related to job satisfaction and staff collegiality are presented in Table 10.

Table 10

Frequency Analyses of Responses of Job Satisfaction in Staff Collegiality

Questions	Response Choices									
	<u>Very</u>		<u>Satisfied</u>		<u>Somewhat</u>		<u>Dissatisfied</u>		<u>Very</u>	
	<u>Satisfied</u>				<u>Satisfied</u>				<u>Dissatisfied</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How satisfied are you with the opportunities for collaboration with other teachers? (<i>n</i> =176)	26	14.8	58	33.0	66	37.5	23	13.1	3	1.7
How satisfied are you with your professional relationships with colleagues in your school? (<i>n</i> =176)	52	29.5	80	45.5	38	21.6	6	3.4	0	0

Table 10 (<i>continued</i>)										
Questions	<u>Strongly Agree</u>		<u>Agree</u>		<u>Neither</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am supportive of my colleagues work. (<i>n</i> =176)	102	58.0	70	39.8	1	0.6	0	0	1	0.6
Questions	<u>Great Deal</u>		<u>A lot</u>		<u>A Moderate Amount</u>		<u>A little</u>		<u>None at all</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How often do you collaborate with other music teachers in your school? (<i>n</i> =176)	33	18.8	36	20.5	42	23.9	37	21	28	15.9
How often do you collaborate with other music teachers in your county? (<i>n</i> =176)	12	6.8	35	19.9	62	35.2	61	34.7	5	2.8
How often do you collaborate with other music teachers in your state? (<i>n</i> =176)	7	4.0	25	14.2	47	26.7	78	44.3	19	10.8

Almost 15% of teachers were very satisfied with the opportunities for collaboration with other teachers. Almost 30% were very satisfied with their professional relationships with colleagues at their school. Fifty-eight percent of teachers felt that they were supportive of their colleagues work at their school. Forty percent of music teachers collaborated with other music teachers in their school either a great deal or a lot. Twenty seven percent of music teachers collaborated with other music teachers in their county a great deal or a lot and only 18.2% of music teachers collaborated with other music teachers in the state a great deal or a lot.

Reported Job Satisfaction

Music teachers' job satisfaction was measured using seven Likert-type survey items and one open-ended survey question. Frequencies and percentages of teachers' responses to items related to job satisfaction are presented in Table 11.

Table 11

Frequency Analyses of Self-Reported Job Satisfaction

Questions	Response Choices									
	<u>Great deal</u>		<u>A lot</u>		<u>A Moderate amount</u>		<u>A little</u>		<u>None at all</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How much do you enjoy being a music teacher? (<i>n</i> =176)	118	67	42	23.9	13	7.4	3	1.7	0	0
Questions	<u>Strongly Agree</u>		<u>Agree</u>		<u>Neither</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel proud of my accomplishments in music teaching. (<i>n</i> =176)	114	64.8	60	34.1	2	1.1	0	0.0	0	0.0
I am confident in my music teaching abilities (<i>n</i> =176)	121	68.8	52	29.5	2	1.1	1	0.6	0	0.0
I look forward to teaching on a daily basis. (<i>n</i> =176)	56	31.8	95	54.0	13	7.4	10	5.7	1	0.6

Table 11 (Continued)

Questions	<u>Strongly Agree</u>		<u>Agree</u>		<u>Neither</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
After a day of teaching, I have positive feelings. (<i>n</i> =176)	36	20.5	97	55.1	33	18.8	6	3.4	3	1.7
I am satisfied with my job as a music teacher. (<i>n</i> =176)	67	38.1	74	42.0	19	10.8	13	7.4	1	0.6
I intend to continue teaching music until I retire. (<i>n</i> =176)	67	38.1	74	42.0	19	10.8	13	7.4	1	0.6

Frequency analyses indicated that, at the time the survey was completed, the majority of subjects were satisfied with their jobs as music teachers. Approximately 80% of subjects “strongly agreed” or “agreed” with being satisfied with their job as a music teacher (38.06% “strongly agreed,” 42.04% “agreed”). Approximately 86% of subjects looked forward to teaching on a daily basis (31.81% “strongly agreed,” 53.97% “agreed”). An overwhelming majority (80%) of the teachers said that they intended to continue teaching music until retirement (38.06% “strongly agreed,” 42.04% “agreed”).

One open-ended question was included in the survey to offer subjects an opportunity to discuss what they find enjoyable about being a music teacher and 148 subjects chose to respond to the item. The item read: “Please describe what about being a music teacher you find enjoyable.” The responses were coded by related themes and are summarized in Table 12.

Table 12

Enjoyment and Music Teaching

<i>What about music teaching do you find enjoyable?</i>	<i>Frequency</i>
Working with students	136
Love of music	57
My job is unique/fun/always changing	10
Working with colleagues	4
The art of teaching	3
Administrative and parental support	3
Relationships with parents	3
Autonomy at work	2
Receiving praise for work	2
Good facilities and materials	1

The majority of responses (92%) mentioned that they enjoy working with students. Within this category music teachers discussed (a) teaching students, (b) mentoring students, (c) changing students' lives, (d) creating opportunities for students, (e) empowering students, (f) watching student growth, and (g) observing aesthetic responses in students. Thirty eight percent ($n = 57$) of respondents cited their love of music and the enjoyment that participating in music every day brings to their teaching.

Research Question 1: Characteristics of School Culture that Contribute to Job Satisfaction

A multiple linear regression analysis was used to determine answers to the first research question, "What characteristics of school culture contribute to job satisfaction for the veteran music teacher in North Carolina?" Thirty-three items were examined via multiple linear regression analysis. These items corresponded to the research question number one. Thirty-three items were chosen from the 53 items on the survey because

multiple linear regression analyses of the thirty-three items contributed to answering research question number one. The analyses were used to determine the predictive strength of the composite factors associated with: (a) career and working conditions, (b) administrative support, (c) student quality, and (d) collegiality on veteran music teacher job satisfaction.

Prior to performing the regression analysis, assumptions were examined to determine the appropriateness of the analysis with regard to the current data. Analyses were used to determine if residuals were independent, the existence of multicollinearity, outliers and extreme values, and normal distribution. The results of the Durbin-Watson analysis suggested that the residuals were independent and therefore, met the assumption of independent residuals. The results of the collinearity correlation suggested that the predictor variables were not highly correlated and therefore the data did not have multicollinearity. The Mahalanobis and Leverages values tests were used to determine potential outliers and extreme values. Outliers and extreme values were found and were removed from the multiple linear regression analysis. According to the plot of regression (Figure 1), clusters around the line of regression were found showing that the assumption of normality had been met.

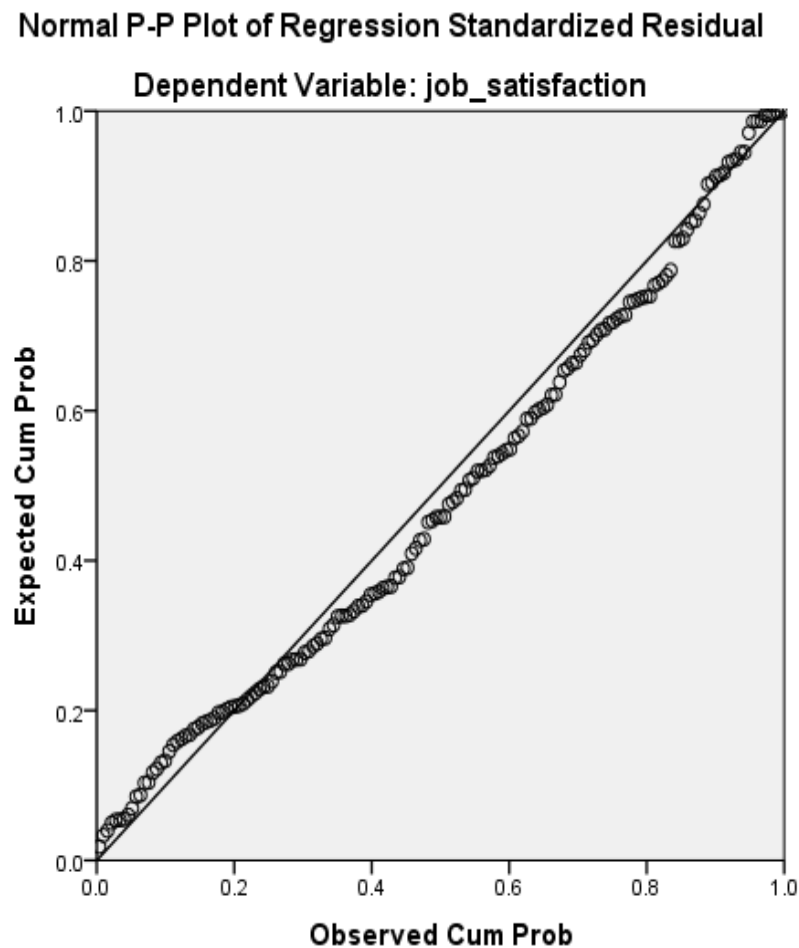


Figure 1. Plot of Regression

Regression analysis was used to determine if one variable predicts the criterion variable (i.e., job satisfaction), and to determine the amount of variance that the predictor variable contributed to the criterion variable. For the current study, characteristics of school culture: (a) career and working conditions, (b) administrative support, (c) student quality, and (d) collegiality served as the predictor variables for the analysis. The criterion variable was veteran music teachers' job satisfaction. Mean scores for each predictor variable category in the survey were aggregated to produce one score for each

category. For example, responses across the twelve items associated with the career and working conditions category (i.e., 10, 11, 12, 21, 28, 29, 30, 31, 32, 38, 41, and 45) were aggregated to obtain one score for career and working conditions. Responses to the items associated with each of the other predictor variable categories (i.e., administrative support, student quality, and staff collegiality) were aggregated to establish one score for each, and an aggregated job satisfaction score also was determined for job satisfaction (i.e., the criterion variable).

Results of the regression analysis are presented in Table 13 followed by the discussion of the characteristics of school culture that serve as the best predictor of job satisfaction of veteran music teachers in North Carolina. The researcher sought to examine what characteristics of school culture were predictors of job satisfaction in veteran music teachers in North Carolina.

Table 13

Predictors of Job Satisfaction

School Culture	B	SE B	β	<i>p</i>	<i>t</i>
Constant	-.054	.199		.786	-.272
Career/Working Conditions	.172	.101	.142	.091	1.702
Collegiality	.087	.070	.093	.217	1.240
Administration	.109	.045	.197	.015	2.447
Students	.591	.092	.421	.000	6.426

The R^2 value is .415, therefore the predictor variables explain 41.50% of the variability of our criterion variable (job satisfaction) and this percentage was statistically significant ($p < .001$, $F = 28.72$, $df = 4$) as determined by the ANOVA of Regression analysis. Therefore, the enjoyment of working with students and the value of administrative support accounts for 41.5% of the job satisfaction of veteran music teachers in North Carolina.

The multiple linear regression analyses revealed that career and working conditions were not predictors of job satisfaction levels in veteran music teachers, including: (a) teaching load, (b) respect received at work, (c) teaching duties, (d) career expectations, (e) positive challenges at work, (f) interactions with parents, (g) maintaining productive classrooms, and (h) stress at work. The career and working category, therefore, was not a significant predictor of job satisfaction in veteran music teachers ($p = .09$).

The regression analyses revealed that collegiality including (a) collaboration with other teachers and (b) professional relationships with colleagues was not a predictor of job satisfaction levels in veteran music teachers ($p = .21$). Therefore, collegiality was not a significant predictor of job satisfaction in veteran music teachers ($p > .05$).

Two of the analyzed variables significantly predicted job satisfaction in music teachers. Satisfaction with administrative support ($p = .01$) and enjoyment gained from working with students ($p < .001$) were statistically significant predictors of music teacher job satisfaction. Administrative support and enjoyment gained from working with

students, therefore, significantly contributed to veteran music teachers' job satisfaction ($p < .05$).

Administrative support ($p = .01$) included (a) teachers being consulted by their administration when decisions were being made that affected the music program, (b) general administrative support in the school setting, (c) the perception of principals' value of music education, and (d) the alignment of administration and music teacher expectations of teaching responsibilities. The student quality category ($p < .001$) included items related to enjoyment gained from interacting with students and perceived student enjoyment of music.

Research Question 2: Coping Skills and Music Teacher Burnout Prevention

One open-ended question was included in the survey to answer research question number two "What coping strategies contribute to the prevention of burnout among veteran music teachers in North Carolina?" One hundred and forty-seven subjects chose to respond to this item. The item read as follows: "Burnout is defined as 'long-term exhaustion from and diminished interest in the work that a person does.' What are your coping mechanisms for preventing your burnout as a teacher?" The responses were coded according to related themes and are summarized in the Table 14.

Table 14

Suggested Coping Skills for Burnout Prevention

<i>What are Your Coping Mechanisms for Preventing your Burnout as a Teacher?"</i>	Frequency
1. Trying new strategies, materials, and technology in the classroom	26
2. Health, self-care, and relaxation	26
3. Interests outside of music and teaching	25
4. Home/work balance	23
5. Professional development	23
6. Collegial relationships and support	22
7. Positive attitude	22
8. Family	15
9. Student success and relationships	14
10. Vacation time	14
11. Personal music making	11
12. Alcohol/medication	10
13. Spirituality	7
14. Friends	6
15. Changing schools	5
16. Preparation/planning	3
17. Looking to retirement	2
18. Celebrating professional successes	1

Approximately 18% of music teachers prevented burnout, coped with stress, and sustained in their teaching positions by trying new strategies and materials in the classroom. Responses included “trying new things each year,” “keeping things fresh,” “new projects,” “new literature,” “re-establishing new procedures every few years,” and “finding things that stimulate me in the classroom like new technology.”

An additional 18% of responses suggested healthy living and self-care as a method of dealing with stress and preventing burnout. Some comments included exercise, healthy eating, sleep, swimming, talk therapy, prayer/meditation, laughter, alone

time, massage, deep breathing, and spa time as methods for preventing burnout.

Seventeen percent of responses suggested the importance of maintaining interests outside of music and teaching in order to deal with stress and prevent teacher burnout.

Suggestions from subjects included gardening, reading, painting, drawing, cleaning, and other hobbies.

Maintaining a work and life balance, including the importance of leaving school and going home when appropriate, was suggested in 16% of responses. An additional 16% of responses suggested the value of productive professional development in the prevention of burnout. Fifteen percent of responses recommended starting and maintaining collegial relationships as a coping mechanism for stress and burnout.

The value of positive thinking was demonstrated by a 15% response rate. Suggestions included, “ignoring things that could bring me down,” “every day is a new day,” “be positive about myself,” “don’t sweat the little stuff and don’t worry about what you cannot control,” “forgive myself when I still do something wrong,” “understand that we will get through all of our rehearsals and performances,” “try not to dwell on the stuff that really doesn’t matter,” and “don’t take life so seriously.”

Other coping strategies included time with family, the enjoyment of working with students, vacation time, performing and practicing, medication and alcohol, and time with friends. Five subjects suggested knowing when to change schools if necessary to gain a new perspective. Others also suggested being prepared to prevent stress, looking to retirement, and celebrating professional moments of success.

Secondary Research Variables: Gender and Primary Teaching Level

A two-way analysis of variance (ANOVA) was used to analyze the effects of gender and primary teaching level on subjects' job satisfaction. Results of the between subjects ANOVA are presented in Table 15.

There was a significant difference due to "primary teaching level" ($F = 6.46$, $p < .001$, $df = 3$). The observed power (.96) for the teaching level variable resulted in the probability (96%) of finding significant effect (at the .05 level) with the sample size of the data analyzed here, assuming that the effect size in the population was the same as the effect size in the current sample.

Table 15

Analysis of Variance for Job Satisfaction Grouped by Primary Teaching Level and Gender

Source	<i>df</i>	<i>F</i>	<i>p</i>	η^2
Teaching level	3	6.460	.000	.107
Gender	1	.051	.822	.000
Teaching level*gender	3	2.930	.035	.052

Statistically significant at $p < .05$ level.

According to the two-way ANOVA there was no significant difference due to "gender" ($p = .82$). The mean "job satisfaction" score for males (1.69) was quite similar to the mean "job satisfaction" score for females (1.75). The Likert-type survey item "I am satisfied with my job as a music teacher" response choices ranged from "strongly agree" (1) to "strongly disagree" (5).

The interaction effect between “primary teaching level” and “gender” was also significant ($F = 2.93$, $p < .05$). This suggests that the main effect of “primary teaching level” depends on “gender” or vice versa. Therefore, caution was used before interpreting the main effect of “primary teaching level” and “gender”, and simple effect tests were further conducted for “teaching level” and “gender.”

There was also significant “primary teaching level by gender” interaction ($p = .035$). The observed power (.68) for the teaching level by gender variable showed the probability (68%) of finding significant effect (at the .05 level) with the sample size of the data being analyzed here.

Male middle school music teachers had the lowest rating for job satisfaction at a mean of 2.67. Male elementary school music teachers ($\bar{x} = 1.29$, $N = 7$) and male K-12 music teachers ($\bar{x} = 1.00$, $N = 1$) had the highest ratings for job satisfaction. Response choices ranged from “strongly agree” (1) to “strongly disagree” (5). The results are displayed in Table 16.

Table 16

Music Teacher Job Satisfaction

<i>"I am Satisfied with my Job as a Music Teacher"</i>		
Primary Teaching Level	Gender	Mean
Elementary school	Male	1.29
	Female	1.76
	Total	1.66
Middle School	Male	2.67
	Female	1.96
	Total	2.18
High School	Male	1.83
	Female	1.71
	Total	1.77
K-12	Male	1.00
	Female	1.60
	Total	1.50
Total	Male	2.03
	Female	1.82

Simple effect tests for both gender and primary teaching level were performed because there was a significant interaction ($p = .035$) found in the two-way ANOVA between teaching level and gender. This analysis was performed to see if music teacher reported job satisfaction levels based on gender differed based on teaching level or was music teacher reported job satisfaction levels based on teaching level differed based on gender. The results are displayed in Table 17.

¹ Response choices ranged from "strongly agree" (1) to "strongly disagree" (5)

*Table 17**Simple Effects of Gender at Each Level of Primary Teaching Levels*

Teaching level	<i>df</i>	<i>F</i>	<i>p</i>
Elementary	1	1.593	.209
Middle/Junior High	1	9.374	.003
High School	1	0.301	.584
K-12	1	0.388	.534

According to the simple effect test there was a significant difference between male and female reported job satisfaction levels at the middle school/junior high teaching level. Significant differences were also found between male elementary school teachers and male middle school teachers. There is no significant difference between female and male elementary school teachers. Simple effect analysis of primary teaching level analysis (as seen in Table 18) shows that difference only exists among males teachers at different teaching levels ($F= 6.418$, $p < .05$), and primary teaching level has no effect on job satisfaction for female teachers.

*Table 18**Simple Effects of Teaching Level at Each Level of Gender*

Gender	<i>df</i>	<i>F</i>	<i>p</i>
Male	3	6.418	.000
Female	3	0.663	.576

Further post hoc analyses were conducted for male teachers to examine the primary teaching levels at which the teachers are different in job satisfaction. The result is displayed in Table 19. As can be seen from Table 19, elementary and middle school/junior high male teachers have significant difference in job satisfaction (mean difference = -1.38, $p < .01$). There is also significant difference between middle school/junior high and high school male teachers ($p = .001$). No significant differences were found between females at any teaching level. These differences and similarities can be seen in Figure 1 below.

Table 19

Post hoc test: Gender and Teaching Level

Gender	Teaching Level	Teaching Level	<i>p</i>
Male	Elementary	Middle/Junior High	.000
		High School	.138
		K-12	.761
	Middle/Junior High	Elementary	.000
		High School	.001
		K-12	.066
	High School	Elementary	.138
		Middle/Junior High	.001
		K-12	.354
	K-12	Elementary	.761
		Middle/Junior High	.066
		High School	.354

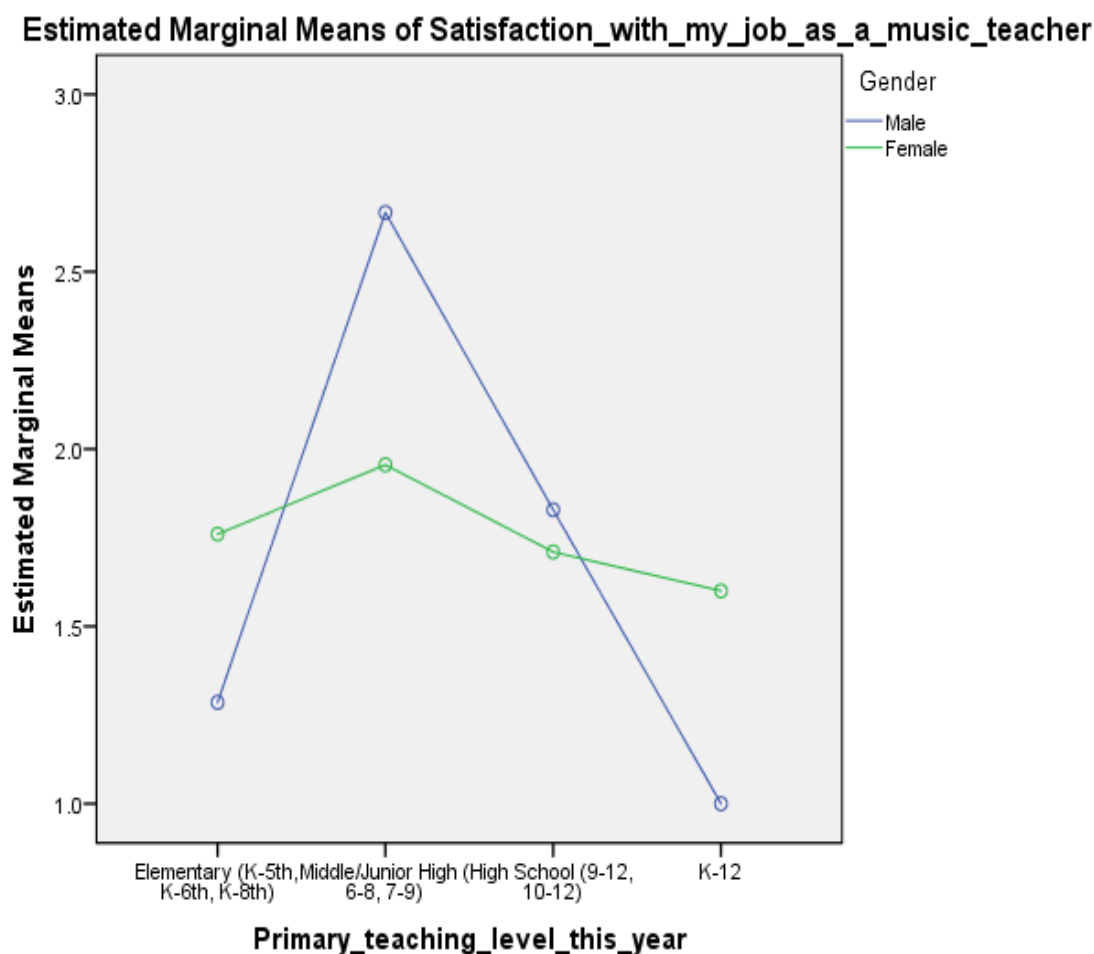


Figure 2. Job Satisfaction: Teaching Level and Gender Plot

Summary of Results

One hundred and seventy-six surveys were returned from 580 surveys electronically mailed to veteran North Carolina music teachers representing a rate of 30.34%. Forty-five subjects (25.56% of subjects sampled) were music teachers with 15-20 years of experience while thirty (17.04% of responding subjects) with 20-25 years of experience returned the surveys. The largest group of subjects ($n = 99$, 56.25%) had more than twenty-five years of experience. The study was designed to provide

descriptive information that might inform music teacher teachers, new music teachers, and administrators about teacher retention in the music education field by examining four characteristics of school environment as related to teacher job satisfaction: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality.

The majority of subjects were satisfied with their job as a music teacher. Approximately 80% of subjects “strongly agree” or “agree” that they are satisfied with their job as a music teacher (38.1% “strongly agree,” 42.0% “agree”). Approximately 86% of subjects looked forward to teaching on a daily basis (31.8% “strongly agree,” 54% “agree”). An overwhelming majority (80%) of the teachers said that they intended to continue teaching music until retirement (38.1% “strongly agree,” 42.0% “agree”).

Based on the regression analysis used to answer research question number one (What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?) two independent variables statistically significantly predicted job satisfaction in music teachers. Satisfaction with administrative support ($p = .01$) and enjoyment gained from working with students ($p < .001$) were statistically significant contributors to music teacher job satisfaction ($p < .05$). Therefore, administrative support and enjoyment gained from working with students were both significant predictors of job satisfaction in veteran music teachers.

To answer research question number two, coding was used to determine themes, and frequency of themes were counted in order to establish the most frequently suggested coping strategies to prevent music teacher burnout. Approximately 18% of music

teachers prevented burnout and coped with stress by trying new strategies and materials in the classroom. An additional 18% of responses suggested healthy living and self-care as a method of dealing with stress and preventing burnout. Seventeen percent of responses suggested the importance of maintaining interests outside of music and teaching. Maintaining a work and life balance, including the importance of leaving school and going home when appropriate, was suggested in 16% of responses. Other coping strategies included (a) productive professional development, (b) maintaining collegial relationships, (c) positive thinking, (d) time with family, (e) the enjoyment of working with students, (f) vacation time, and (g) performing and practicing.

According to the two-way ANOVA, used to answer research question number three, there is a significant difference due to “primary teaching level”. Significant differences were found between male elementary school teachers and male middle school teachers. Significant differences were also found between male middle school/junior high teachers and male high school teachers. Male middle school music teachers had the lowest rating for job satisfaction at a mean of 2.66. Male elementary school music teachers ($\bar{x} = 1.29$) and male K-12 music teachers ($\bar{x} = 1.00$) had the highest ratings for job satisfaction.

According to the simple effect post hoc analysis there was a significant difference between male and female reported job satisfaction levels at the middle school/junior high teaching level. Male music teachers at the middle school/junior high level reported a mean job satisfaction level of 2.67. Female music teachers at the same level reported a mean job satisfaction level of 1.96 resulting in a mean difference of .71. The job

satisfaction item stated “I am satisfied with my job as a music teacher” and the response choices ranged from “strongly agree” (1) to “strongly disagree” (5).

Extended frequency analyses on elementary male music teachers provided more detail about these music teachers who averaged the highest reported job satisfaction levels. Forty-two percent of elementary male music teachers had a Bachelor’s degree, 42% had a Master’s degree, and 14% had a Doctorate degree. The majority (57%) have been teaching for more than 25 years. Seventy-one percent teach in public schools and 84% teach in rural or suburban areas with only 14% teaching in an urban area. The majority (85%) teach more than 250 students in their school. Seventy-one percent of the elementary music teachers were married or had a domestic partner.

Only 14% stated that they have “a lot” of input in establishing their teaching load, compared to 85% who stated that they have “none” or “some” input. Eighty-four percent, however, were satisfied with their teaching load. Seventy-one percent of male elementary music teachers are “very satisfied” with the level of autonomy offered to teachers at their school. Forty-two percent of male elementary music teachers are consulted by their administration “a great deal” when decisions are being made that affect the music program and 71% of them are satisfied with their level of administrative support. Forty-two percent of teachers stated that their principal thinks that music education is “extremely important” in the school curriculum, and 42% “strongly agree” that their expectations of teaching responsibilities and the administrators expectations are the same.

All elementary male music teachers (100%) were satisfied with their professional relationships with colleagues at their school, however only 28% of them collaborate “a lot” with other music teachers at their school. All elementary male music (100%) teachers felt that they were supportive of their colleagues work. Seventy-one percent of elementary male music teachers felt proud of their accomplishments in music teaching. Another 71% “strongly agreed” that they were confident in their music teaching abilities.

Eighty-five percent “strongly agreed” that they enjoyed interacting with students. Fifty-seven percent of elementary male music teachers “strongly agreed” that most of their students enjoyed the classes that they teach. All teachers (100%) “strongly agreed” or “agreed” that they looked forward to teaching on a daily basis and they all felt optimistic about the role of music education in their school. Eighty-five percent of elementary male music teachers intended to continue teaching music until retirement and 100% of the respondents were satisfied with their job as a music teacher (71% “strongly agree”, 28% “agree”).

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of the study was to investigate the job satisfaction of veteran music teachers, as related to strategies for sustaining satisfaction and preventing burnout. The study was designed to provide descriptive information that might inform music teacher teachers, new music teachers, and administrators about teacher retention in the music education field. North Carolina music teachers who had over fifteen years of experience completed an online survey, using the survey software Qualtrics[®], in order to answer the following items. Additionally, the study included a secondary purpose of examining the effect of gender and teaching level on veteran North Carolina music teacher job satisfaction.

1. What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?
2. What coping strategies contribute to the prevention of burnout among veteran music teachers in North Carolina?

Items on the survey were associated with four categories related to characteristics of school environment: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality. Data collected from the survey were analyzed using the *Statistical Package for the Social Sciences* (SPSS), version 23. Regression analyses were used to determine the predictive strength of school environment

characteristics relative to four variables (career and working conditions, administrative support, student quality, and collegiality) and music educator job satisfaction. Results of the regression analyses were used to answer research question number one. Coding and frequency counts of themes were used to answer research question number two. A two-way ANOVA and simple effect analyses were used to answer the secondary research variable.

A researcher-designed survey was used to conduct the study. After reviewing the literature, including a review of previously used job satisfaction surveys, the survey was developed based on the three main research questions and included the four areas of focus: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality. The survey included 52 items constructed across three general types of responses: (a) eight demographic items, (b) 35 Likert-type responses, and (c) nine open-ended responses.

Prior to emailing the invitation to participate to subjects, the survey was pilot tested by veteran music education faculty members and music education graduate students. Based on their feedback, survey items were modified and invitations to participate were sent to 580 North Carolina Music Educators Association members with at least fifteen years of teaching experience.

One hundred seventy six music teachers (30.34% of subjects sampled) completed the online survey. Forty-five surveys (25.56% of subjects sampled) were returned by music teachers with 15-20 years of experience while thirty (17.04% of responding subjects) with 20-25 years of experience returned the surveys. The largest group to

return the survey was subjects with more than twenty-five years of experience. Ninety-nine subjects (56.25% of responding subjects) were in this group. Three subjects did not indicate their experience levels.

Two statistical procedures and one coding procedure were used to analyze the data. All items were examined via frequency analyses. All 176 subjects were included in the frequency analysis.

Discussion of Results

Research Question 1: What Characteristics of School Culture Serve as the Best Predictor for Job Satisfaction in Veteran Music Teachers in North Carolina?

Thirty-three survey items related to the first research question were analyzed using multiple linear regression analysis. Job satisfaction was the criterion variable and the predictor variables were based on the four areas of focus. A discussion of the results is presented for each of the four areas of focus: (a) career/working conditions, (b) administrative support, (c) student quality, and (d) staff collegiality.

Career and Working Conditions

All items in the Career and Working Conditions section were examined via multiple linear regression analysis to address the first research question: “What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?”

According to The National Commission on Teaching and America's Future study (2007), teachers want to work in schools that compensate them adequately and support their efforts well. The Commission stated four major factors that are prominent

influences on whether and when teachers leave (or stay) in specific schools or the profession: (a) salaries, (b) working conditions, (c) preparation, and (d) mentoring support in the early years of teaching. In the current study, career and working conditions were not significant predictors of job satisfaction ($p = .091$) in veteran music teachers, however music teachers did mention some career and working conditions in their open ended questions. One teacher mentioned the discouragement of teaching in poor facilities and dealing with schedules that work against the music program. Another teacher spoke to the issue of inadequate salaries.

We could endure a lot if we felt we were being compensated fairly but with the teacher salaries where they are I am embarrassed to tell anyone with a decent job that I teach for a living...I think they look at me and think I am not a responsible male...If I was really taking care of my family I would get a real job.

The lack of necessary instructional resources and the stress of non-music related duties were also listed as limitations in open ended questions. These veteran teachers seem to have the resilience however, to deal with these issues to the degree that they do not interfere with their job satisfaction levels to a significant level. The majority of music teachers in the current study were satisfied with their teaching loads, their teaching duties, and their interactions with parents.

Administrative Support

All items in the Administrative Support section were examined via multiple linear regression analysis to address the first research question: “What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?”

According to previous research such as Gardner's 2010 study, variables which were significantly related to job satisfaction were (a) base salary, (b) gender, (c) extent of support and recognition from administrators, and (d) concern about students' social welfare and parental support. Administrative support and recognition were found to be significant predictors of job satisfaction in the current study ($p = .01$).

One veteran music teacher suggested what administrators should know about retention.

Music teachers have a high demand job, as do all educators, but the difference is that music teachers have a job which is highly visible in the community and depends on successive retention of a large student base for continued strength and growth...having an administrator that recognizes this and celebrates the successes of the music program publicly and visibly makes the biggest difference.

The majority of music teachers in this study were satisfied with the level of administrative support in their school (over 60% were very satisfied or satisfied) and the majority of music teachers were satisfied with their jobs as music teachers (80%). Almost 50% of subjects reported being consulted by administrators when decisions were being made that affected their programs. This administrative involvement and support makes the music teacher feel trusted and valued as a professional. It came as no surprise to the researcher that veteran music teachers cited administrative support as the number one factor that makes them feel respected at work (85% of responses).

Student Quality

All items in the Student Quality section were examined via multiple linear regression analysis to address the first research question: "What characteristics of school

culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?”

Teachers feel positive emotions when their students are responsive and succeed (Hargreaves, 1998, 2000). Student participation in class was found to be a statistically significant predictor ($p = .000$) of job satisfaction in Bryant's 2012 study. Heston et al. (1996) reported that sources of job satisfaction included positive student attitude and musical competencies, including performance skills. Veteran music teachers in the current study mentioned the pleasures of working with students. Some statements included “I especially love working with beginners and watching them go from not making a sound to making a sound and playing music,” “Seeing the light bulb coming on in the students' heads, seeing students become overwhelmed with emotion while singing,” and “I teach music, but I'm also a life coach. Music allows me the opportunity to be a good role model, to connect with the kids on a level that few other teachers get to do. Music begs emotional connections. Music speaks.”

Many teachers could not separate their love of teaching students and their love of music. Some additional statements included “The outcome of ‘making music together’, the relationships that are established with the students and their families are what I cherish the most,” “I love playing music and working in a music field every day. I also really enjoy being around kids and helping them develop their potential musically, as well as in their lives in general,” “(I enjoy) making lives better through music,” and “I get to make music every day, all day and instill that passion in my students.”

Staff Collegiality

All items in the Staff Collegiality section were examined via multiple linear regression analysis to address the first research question: “What characteristics of school culture serve as the best predictor for job satisfaction in veteran music teachers in North Carolina?”

Although staff collegiality was not found to be a significant predictor of job satisfaction in veteran music teachers, many subjects mentioned the value of collegial relationships in the prevention of teacher burnout which affects job satisfaction. Some statements included “(I prevent burnout by) attending conferences and collaborating with other band directors...It's nice to know I'm not alone in this crazy gig! The band directors' page on Facebook is fantastic in this capacity,” “cooperating with colleagues,” “Take a day off or talk to other band teachers,” “support from my fellow teachers,” “get colleagues to laugh with and share with,” “I surround myself with positive staff members,” and “having another teacher who will listen (helps to prevent burnout).” Collegial relationships in the current study do appear to be therapeutic and one of the top coping mechanisms as suggested by Heston et al. (1996).

Examination of the analyses of the items in this section suggests that administrative support and student quality are the best predictors of job satisfaction in North Carolina veteran music teachers. The linear regression did not yield results that suggested career and working conditions and collegiality were significant predictors of job satisfaction in North Carolina veteran music teachers.

Two open-ended questions in the survey provide data that support the value of administrative support and students as related to music teacher job satisfaction. In the open-ended question “Please describe what makes you feel respected for your work?” over 50% of responses provided by music teachers cited administrative support. When asked “What do you want school administrators to know about music teacher job satisfaction?” 30% of responses stated that administrators should support their music teachers by demonstrating trust, value, and respect. Other responses suggested administrators could show support by demonstrating the value of music education in the curriculum and demonstrating appreciation. As Hagedorn (2000) suggested in his *Conceptual Framework of Faculty Job Satisfaction* a teacher who is engaged at work and who is appreciated in his or her teaching position experiences high levels of productivity at work.

Similarly, according to subjects, administrators could also alleviate many of the classroom related stressors therefore impacting music teacher job satisfaction. One open-ended question stated “Please describe what is stressful about maintaining a productive classroom.” Thirteen percent of teachers stated outside distractions as stressful while trying to be productive in the classroom. Examples included students being taken out of class, announcements being made, and time taken away from class time for other school activities. Ten percent of music teachers felt that they did not have enough planning time and this causes stress. Other high frequency stressors included non-music related teacher requirements and scheduling issues.

Responding to “I enjoy interacting with students” over 76% of music teachers stated that they strongly agree with the statement. One open-ended question was used in order to gain more information about music teacher’s enjoyment in their job. The question was “Please describe what about being a music teacher you find enjoyable?” The most frequent response was “students” with over 92% of responses citing interacting and working with students as being the most enjoyable part of their job.

Research Question 2: What Coping Strategies Contribute to the Prevention of Burnout Among Veteran Music Teachers in North Carolina?

One open-ended question was included in the survey to answer research question number two. One hundred and forty-seven subjects chose to respond to this item. The item read: “Burnout is defined as ‘long-term exhaustion from and diminished interest in the work that a person does.’ What are your coping mechanisms for preventing your burnout as a teacher?” The results were coded by related themes and are summarized here.

Approximately 18% of music teachers prevented burnout and coped with stress by trying new strategies and materials in the classroom. An additional 18% of responses suggested healthy living and self-care as a method of dealing with stress and preventing burnout. Seventeen percent of responses suggested the importance of maintaining interests outside of music and teaching. Maintaining a work and life balance, including the importance of leaving school and going home when appropriate, was suggested in 16% of responses. Other coping strategies included (a) productive professional development, (b) maintaining collegial relationships, (c) positive thinking, (d) time with

family, (e) the enjoyment of working with students, (f) vacation time, and (g) performing and practicing.

Examination of the coding of items in this section suggest that teachers should consider keeping classroom procedures fresh and be willing to try new repertoire, teaching methods, and technology in the classroom. Healthy living, hobbies outside of music, and balancing work life with life outside of work were all suggested as vital means of preventing burnout.

Secondary Research Variables: Gender and Primary Teaching Level

A two-way analysis of variance (ANOVA) was used to analyze job satisfaction levels by gender and school level to examine the secondary research topic. Based on the two-way ANOVA there is a significant difference in reported job satisfaction due to “primary teaching level” ($p < .001$) and there is no significant difference due to “gender” ($p = .82$). Male middle school music teachers had the lowest rating for job satisfaction at a mean of 2.66. Male elementary school music teachers ($N = 7$, $\bar{x} = 1.29$) and male K-12 music teachers ($N = 1$, $\bar{x} = 1.00$) had the highest ratings for job satisfaction.

According to the simple effect post hoc test there is a significant difference between male and female reported job satisfaction levels at the middle school/junior high teaching level. Middle school/junior high male music teachers reported a lower job satisfaction level (2.67) than female music teachers (1.96) on a Likert-type scale of “1” being “very satisfied.” Significant differences were also found between male elementary school teachers and male middle school teachers. Male elementary school music teachers reported a higher job satisfaction level (1.29) than male middle school music teachers

(2.67). Finally, significant differences were found between male middle school/junior high teachers and male high school teachers. Male middle school/junior high music teachers reported a lower job satisfaction rating (2.67) than male high school music teachers (1.83). Male middle school/junior music teachers reported the lowest job satisfaction levels (2.67) while male elementary music teachers reported the highest job satisfaction levels (1.29).

Anderson & Iwanicki (1984) suggest that male teachers report higher levels of frequency and intensity of burnout than female teachers. In the current study the results suggested that male middle school music teachers had the lowest self-reported job satisfaction levels. Anderson and Iwanicki also found that junior and senior high school teachers report higher levels of frequency and intensity of depersonalization and reduced personal accomplishment than did elementary school teachers. Consideration may be needed in increasing job satisfaction levels in male middle school music teachers in order to sustain these teachers for retention.

Implications for Music Teachers and Administrators

Administrators and Music Teacher Job Satisfaction

According to the music teachers in the current study, administrative support was listed the most frequently of any response related to what makes teachers feel respected at work (52%). Administrative support was also found to be a statistically significant predictor ($p = .01$) of job satisfaction in veteran music teachers according to the regression analysis for research question number one. Data suggests the value of administrators and the importance of their role in the job satisfaction and retention of

music teachers. These results may be used to extend administrator's knowledge of music teacher job satisfaction. Principals should have a clear understanding of their valuable role in the job satisfaction, and potential retention, of their music teachers.

Most subjects (90%) enjoyed being a music teacher "a great deal" (67%) or "a lot" (23%). Eighty percent of veteran music teachers reported high levels of job satisfaction (38% strongly agree, 42% agree). Many subjects (44%) reported that they are consulted about decisions that affect the music program either "a great deal" or "a lot." Sixty percent of subjects are satisfied or very satisfied with their level of administrative support. Many veteran music teachers (51%) felt that their principal thought that music education was extremely important or quite important in the curriculum. The data for the current study demonstrates the importance of administrative support and predictive nature of that support on veteran music teacher job satisfaction.

Similarly, when asked what was stressful about maintaining a productive classroom, veteran music teachers suggested numerous stressors that could be prevented administratively. For music teachers to maintain a productive classroom, teachers suggested removing outside distractions, having enough time to plan, limiting non-music related requirements, alleviating scheduling issues, and diminishing the need for fundraising and advocacy for necessary support. Administrators could prevent much of the stress that prevents music teachers from doing their job to the best of their ability.

When asked "what do you want administrators to know about music teacher job satisfaction" the subjects suggested that the administrators value their music teachers and demonstrating this value by trusting them and respecting them and their time. According

to responses, administrators should also value music as an important part of the school curriculum and provide scheduling support including the protection of class time.

Veteran music teachers also wanted administrators to remember the value of saying “thank you” to their teachers. The subjects also wanted administrators to know that most music teachers love what they do and just want to teach music. Finally, veteran music teachers wanted administrators to know that they are the main source of satisfaction or dissatisfaction for many teachers. Administrators hold a lot of power in the school setting and can use that power and influence to retain satisfied teachers or allow them to become dissatisfied and leave the profession.

Prevention of Burnout in Young Music Teachers

Most frequently suggested burnout prevention and stress management solutions, as stated by the North Carolina veteran music teachers in this study, include (a) trying new strategies and materials in the classroom, (b) healthy living and self-care, (c) maintaining interests outside of music and teaching, (d) maintaining a work and life balance, (e) productive professional development, (f) starting and maintaining collegial relationships, (g) positive thinking, (h) time with family, (i) the enjoyment of working with students, (j) vacation time, and (k) performing and practicing. Other suggestions included knowing when to change schools if necessary to gain a new perspective, being prepared in order to prevent stress later, looking to retirement, and celebrating professional moments of success. Similar themes arise in related literature and may inform early career music teachers about the prevention of burnout and the possibility of stress reduction in their day to day lives which may lead to higher levels of job

satisfaction and retention. Music education majors also should have a clear view of the reality of teaching. Expectations formed during the undergraduate years should be realistic and prepare future teachers for the classroom, the stressors, and the coping strategies that may prevent teacher burnout.

Male Elementary School Music Teachers and Job Satisfaction

Male elementary school music teachers self-reported the highest job satisfaction levels in the study. When discussing what about being a music teacher they find enjoyable the comments were all altruistic in nature. One teacher stated “presenting new material to young people (and) helping them to discover musical experiences that they might otherwise never have” is the most enjoyable aspect of being a music teacher. The remaining teachers all stated their enjoyment in working with students to achieve, accomplish, and experience music.

When asked to discuss the role of music education in their classrooms, the male elementary music teachers unanimously stated that music was an integral part of the curriculum at their school. They have numerous performance opportunities and the freedom and autonomy to do what they choose related to programming. Their music programs are valued and interact with other programs and curriculums within their schools.

Another open-ended question asked “What do you want school administrators to know about music teacher retention?” The male elementary school music teachers have several suggestions including “treat your teachers fairly, they deserve your respect,” “music teachers have just as much work to do in a class as a regular classroom teacher

and they should not be overlooked or thought of as not a ‘real’ teacher.” Another teacher said, “if you get a good music teacher, do everything you can to keep them,” and “music teachers need to feel just as important as regular classroom teachers.” An additional comment stated, “music teachers are always ‘on’, there is no guided practice or silent reading in a good music class.”

Relating to facilities, one teacher said, “a space needs to be provided that is ‘theirs,’ not a corner of a stage or broom closet.” Concerning student success another teacher stated, “they should know that we can help bridge the gap for many students and make connections to help learners.” Finally, another teacher closed with the statement, “we need to know that we matter and that we are important to the overall school curriculum in order for music teachers to want to stay.”

Recommendations for Future Research

The researcher recommends that additional research be conducted on the retention and job satisfaction of veteran music teachers. Future studies on music teacher job satisfaction may provide valuable information to music teachers and administrators. Few studies are available that describe the psychological needs of music teachers or value consonance between music teachers and administration. Further studies could also provide more information related to teacher career expectations and job satisfaction.

Psychological Needs of the Music Teacher

Teacher empowerment, including (a) a teacher’s feeling of professional worth, (b) growth, (c) autonomy, (d) the ability to impact a student’s life (purpose), (e) professional respect, and (f) classroom control and influence, may be further examined with veteran

music teachers to understand retention as it relates to this sub-group. The open-ended item that examined the components of music teacher enjoyment revealed 92% of music teachers cited working with students and impacting their lives is what makes their job most enjoyable. Subjects also mentioned autonomy and professional respect as being contributors to their enjoyment.

Alignment of Values: Music Teacher and Administrator

Some literature suggests the importance of value consonance, the alignment of personal and professional values, between employer and employee and the relationship to job satisfaction and retention (Skaalvik & Skaalvik, 2011). Value consonance may include educational philosophies, curriculum, and ethics. Would this be true throughout a career or would the importance of value consonance change in different career stages? Further research may examine the importance of value alignment and how it relates to a sense of belonging and purpose and therefore motivation to remain in a teaching position.

Expectations: From Music Major to Teacher

The current study suggests some veteran music teachers do not feel that their expectations of teaching as a student align with the reality of their current position. By considering the item “My present job meets the career expectations that I had as a college music major” 23% of subjects strongly agreed with the statement and 44% agreed that their expectations are being met. However, 14% neither agreed nor disagreed, 14% disagreed and 4% strongly disagreed. The data suggests the value of further investigation concerning the fulfillment of veteran music teacher career expectations. For example, what about the job did not meet expectations? Further research may also examine the

expectations of college music education majors at the end of their program and in their first year of teaching to compare the two sets of expectations. This data may be used to inform future music teachers of the changes in expectations

Other Issues Related to Teacher Job Satisfaction and Retention

Some research suggests that the lower the socio-economic class of the teacher's parents, the more likely the teacher is to remain in the profession (Chapman, 1983). Conversely, the higher the socio-economic status, the more likely the teacher is to leave teaching. One interpretation of this issue is that low socio-economic families regard teaching as a reputable profession (Bloland & Selby, 1980). This difference in socio-economic status appears to affect teacher recruitment, teacher retention, and teacher job satisfaction.

Teacher identity appears to be related to teacher job satisfaction and retention (Harris, 1991). Music teachers who see themselves as teachers have higher reported levels of job satisfaction than music teachers who identify themselves as primarily musicians. These issues of teacher identity seem to also relate to career expectations.

In conclusion, new research and study replications need to be conducted in veteran music teacher job satisfaction and retention. The goal of the research must be on advancing music education professionals' knowledge and understanding of factors contributing to the job satisfaction and retention of effective and invaluable music teachers. An essential outcome of increased understanding of music teachers' job satisfaction, ultimately, would be to increase job sustainability for music teachers.

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APPENDIX A
INVITATION TO PARTICIPATE IN SURVEY

Greetings Fellow Music Educator,

You are receiving this email because you are a member of NCMEA who has taught for at least 15 years in music education. The purpose of the research study is to investigate the sustainability and job satisfaction of veteran music teachers. NCMEA has sanctioned this survey and provided me, an NCMEA member myself, with your contact information for the purpose of this survey only. As a fellow music educator, I hope you will consider participating in this survey about job satisfaction and sustainability as a career music educator. The survey is brief and will only take about 10 minutes of your time.

To access the survey about job satisfaction and teaching music, please click on the link below.

https://uncg.qualtrics.com/SE?Q_DL=aYuCoAcHTR6trEx_7P2leOtXjVltbPT_MLRP_00pz5VtQzoZZ_WjH&Q_CHL=email

Thank you for your consideration and your time!

Beverly Satterfield Brown
University of North Carolina at Greensboro
PhD Student- Music Education

APPENDIX B

MUSIC TEACHER JOB SATISFACTION SURVEY

A Descriptive Analysis Investigating the Sustainability of the Veteran Music Educator

Description of Study

This study is about the sustainability and job satisfaction of veteran music educators. I am interested in learning about contributing factors related to career longevity of music educators, specifically associated with school environment (i.e., career/working conditions, administrative support, student quality, and staff collegiality). The survey you have been sent seeks to acquire information about your career in music education. The results will be used to inform music educators of the successful sustainability of veteran music educators.

Agreement to Participate

Project Title: A Descriptive Analysis of the Sustainability and Job Satisfaction of Veteran Music Educators in North Carolina

Principal Investigator: Beverly Satterfield Brown

What is this study all about?

I am asking you to participate in this research study because you are a veteran music educator in the state of North Carolina. This research project will only take about 10 minutes and will involve you responding to a survey. Your participation in this research project is voluntary.

Will this study negatively affect me?

No, other than the time you spend on this project there are no known or foreseeable risks involved with this study.

What do I get out of this research project?

You may help to develop an increased understanding of music teacher job satisfaction and retention.

Will I get paid for participating?

There is no compensation.

What about my confidentiality?

We will do everything possible to make sure that your information is kept confidential. Study data will be protected by a username and password. Study data will be accessed from within a secure network. Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

What if I do not want to be in this research study?

You do not have to be part of this project. This project is voluntary and it is up to you to decide to participate in this research project. If you agree to participate at any time in this project you may stop participating without penalty.

What if I have questions?

You can ask Beverly Brown (704-978-5479/bsbrown4@uncg.edu) or Dr. Patricia Sink (pesink@uncg.edu) anything about the study. If you have concerns about how you have been treated in this study call the Office of Research Integrity Director at 1-855-251-2351.

Music Teacher Job Satisfaction Survey

Part I

- **What is your highest music education degree? (check one)**

Bachelor's Degree___ Master's Degree___ Doctoral Degree___

- **Which best describes your primary teaching level this year? (check one)**

Elementary (K-5th, K-6th, K-8th)___ Middle School/Junior High (6th-8th, 7th-9th)___

High School (9th-12th, 10-12th)___ K-12th___

- **What is your gender? (check one)**

Male___ Female___

- **How many years (including the current year) have you been teaching?**

15-20 years___ 20-25 years___ 25+ years___

- **Which best describes your school? (check one)**

Public___ Private___ Charter___ Parochial___

- **Which best describes the setting of your school? (check one)**

Rural___ Suburban___ Urban___

- **How many students do you teach in your school(s)?**

Less than 50___ 50-150___ 150-250___ 250+___

- **What is your marital status? (check one)**

Single___ Married/Domestic Partner___ Divorced___

Part II Check one of the following responses

How much input do you have in establishing your teaching load?

None__ Some__ A lot__

How satisfied are you with...

- **Your teaching load?**

Very Satisfied__ Satisfied__ Dissatisfied__ Very Dissatisfied__

- **The level with the level of teacher autonomy afforded to teachers in your school?**

Very Satisfied__ Satisfied__ Dissatisfied__ Very Dissatisfied__

Are you consulted by your administration when decisions are being made that affect the music program?

A great deal__ A lot__ A moderate amount__ A little__ None at all__

Are you consulted by your administration when decisions are being made that affect scheduling of the music program?

A great deal__ A lot__ A moderate amount__ A little__ None at all__

How satisfied are you with the opportunities for collaboration with other faculty members?

Very Satisfied__ Satisfied__ Dissatisfied__ Very Dissatisfied__

How often do you collaborate with other teachers in your school (check one)?

A great deal__ A lot__ A moderate amount__ A little__ None at all__

How often do you collaborate with other teachers in your county (check one)?

A great deal__ A lot__ A moderate amount__ A little__ None at all__

How often do you collaborate with other teachers in your state (check one)?

A great deal___ A lot___ A moderate amount___ A little___ None at all___

How satisfied are you with the level of administrative support at your school?

Very Satisfied___ Satisfied___ Dissatisfied___ Very Dissatisfied___

How satisfied are you with our professional relationships with colleagues in your school?

Very Satisfied___ Satisfied___ Dissatisfied___ Very Dissatisfied___

How satisfied are you with the respect you receive for your work?

Very Satisfied___ Satisfied___ Dissatisfied___ Very Dissatisfied___

Please describe what makes you feel respected for your work?

How much do you enjoy being a music teacher? (check one)

A great deal___ A lot___ A moderate amount___ A little___ None at all___

Please describe what about being a music teacher you find enjoyable:

Are you physically isolated at your school? (check one)

Not Isolated at all___ Somewhat Isolated___

Moderately Isolated___ Quite Isolated___

Extremely Isolated ___

How important does your principal think music education is in the school curriculum? (check one)

Extremely important___ Quite important___

Moderately important___ Slightly important___

Not at all important___

Please read each of the following statements and respond by circling SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree, or SD - Strongly Disagree.

Role Expectations (check one)

- **My expectations of teaching responsibilities and the administration's expectations generally agree.**
SA A N D SD
- **My teaching duties basically include all the learning experiences that I consider important to music education.**
SA A N D SD
- **My present job meets the expectations I had as a college music major.**
SA A N D SD
- **My music teaching position requires more hours of work than I think is fair.**
SA A N D SD
- **My music teaching position requires more work than I expected.**
SA A N D SD
- **My job continues to be challenging in positive ways.**
SA A N D SD

Please describe what about your job continues to be challenging in positive ways.

Perceived Performance of Self (check one)

- **I feel proud of my accomplishments in music teaching.**
SA A N D SD
- **I am confident of my music teaching abilities.**
SA A N D SD

- I am supportive of my colleagues' work.

SA A N D SD

Human Relations (check one)

- I enjoy interacting with students.

SA A N D SD

- I enjoy interacting with my students' parents.

SA A N D SD

- Most of my students enjoy the classes that I teach.

SA A N D SD

- I enjoy working with most of the students who are enrolled in my classes.

SA A N D SD

- Maintaining a productive classroom on a daily basis is stressful.

SA A N D SD

Please describe what you consider to be a productive classroom.

Please describe what is stressful about maintaining a productive classroom.

Job Satisfaction (check one)

- I look forward to teaching on a daily basis.

SA A N D SD

- My job is a regularly recurring source of stress for me.

SA A N D SD

- I feel optimistic about the role of music education in my school.

SA A N D SD

Please describe the role of music education in your school.

- **After a day of teaching, I have positive feelings.**

SA A N D SD

- **I intend to continue teaching until I retire.**

SA A N D SD

- **I am satisfied with my job as a music teacher.**

SA A N D SD

Part III

Burnout is defined as “long-term exhaustion from and diminished interest in the work that a person does.”

- **What are your coping mechanisms for preventing your burnout as a teacher?**
- **What do you want school administrators to know about music teacher retention?**
- **What do you want school administrators to know about music teacher job satisfaction?**